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ABSTRACT

Studying home economics can help young people face the challenges families are encountering in today's increasingly complex and ever changing world. The home economics curriculum strives to help students recognize that they, through individual as well as joint efforts, can improve the standards and conditions for all, thus leading to an improved quality of life for themselves, their families, and the rest of society. This curriculum guide is one of three composing the home economics curriculum for the province of Manitoba, as adopted in September, 1989. Part 1 gives an overview of the home economics curriculum including: program goals, program objectives, implementation strategies, scope and sequence chart, the design of the guide, and approved and recommended books for clothing, housing and design. Part 2 focuses on the specific areas of study: clothing, housing and design. Each of the three areas is subdivided into several concepts that are accompanied by major objectives. Each concept is further divided into subconcepts, with each subconcept including a generalization that refers to common, readily understood situations. Student objectives are intended to develop the ideas presented in the generalizations. Student activities help the students achieve the stated objectives. A bibliography is included. (DB)

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Manitoba Education

1988

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10-12

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Clothing, Housing and Design 10-12 replaces Fabric Arts 101, Art in Family Study 201, and People Places: A Study in Human Environments 301 as well as related content in Home Economics 101, Home Economics 201, and Home Economics 301. Teachers are encouraged to begin phasing in the new curriculum during the 1988-89 school year. The program becomes official curriculum in September, 1989.

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OVERVIEW

RATIONALE

"Home Economics is the only profession and body of knowledge which focuses on the family as its core and nucleus and works predominantly in a preventative, educational developmental mode, rather than remediation therapy or crisis intervention."[1]

Home Economics builds upon the knowledge base of the human and natural sciences. It also integrates the theories and practices of those processes involved in daily living. Home Economics addresses the needs of our changing society and provides for lifelong learning in the areas of foods and nutrition, clothing, housing and design and family studies. The philosophy of the senior high school Home Economics curriculum emphasizes the growth and development of individuals and their environment. The program aspires to help increase the resourcefulness of young people and help them to live satisfying lives.

In a society of rapid change, the family is at risk. Home Economics deals in a developmental and preventative mode with the stresses that families are encountering today.

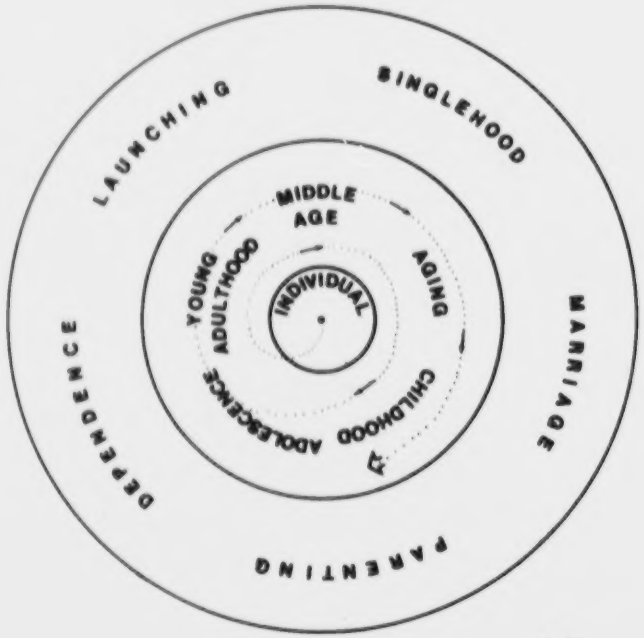
- family conflict and relationship breakdown
- child and family abuse
- family mobility
- changing technology
- substance abuse
- media

[1] Kinsey B. Green, "Advocates for the Family: A Global Crisis," Journal of Home Economics, 1982.

- unemployment (reduced income)
- single-parent families
- suicide
- adolescent mothers who keep their children
- self-inflicted lifestyle diseases
- consumer debt
- multicultural society
- housing

These stresses of everyday living have exerted pressures on the family as it has evolved, resulting in a diversity of family groupings. The evolution of the family is illustrated in the following diagram.

FAMILY LIFE CYCLE



The Family Lifecycle refers to an individual's travel through stages as he/she ages chronologically. All stages may not be experienced by all individuals or may not occur sequentially.

Because of the importance of the family as the foundation upon which society is built, and because of the tremendous changes families and society are experiencing, adolescents today will benefit from courses which emphasize personal decision making, management skills, and personal and family development. Home Economics can help young people face the challenge of an increasingly complex and ever changing world. The Home Economics curriculum strives to help students recognize that they, through individual as well as joint efforts, can improve the standards and conditions for all, thus leading to an improved quality of life for themselves, their families and the rest of society.

In order to provide students with the necessary skills, knowledge and abilities to meet these challenges, this curriculum has been designed to allow for maximum flexibility. Whereas the previous curriculum conisted of ten separate documents, this curriculum has been simplified and consists of only three documents. Within each of these documents, it is possible to select major concepts which would be appropriate to any and all of the three grade levels. In addition, learning activities are suggested which can be adapted to all levels of learners and any classroom setting throughout the province. In this way, this new curriculum guide can address the goals and needs of all schools.

PROGRAM GOALS

The goals of the Home Economics program are to:

- Promote awareness of existing social, physical, economic and cultural conditions affecting individuals, homes and families.
- Encourage students to be analytical, evaluative and creative in thought and action.
- Help students to recognize that quality of life may be influenced by decisions and choices made throughout life.
- Develop in students management skills that are both manipulative and cognitive.
- Help students to identify and evaluate personal and environmental resources in effective lifestyle management.
- Help students to develop an ability to evaluate and affect societal change for the future.
- Help students to recognize that education for an optimal quality of life is a lifelong process.

PROGRAM OBJECTIVES FOR CLOTHING, HOUSING AND DESIGN

- To identify Maslow's hierarchy of needs.
- To illustrate how clothing and textile choices reflect these basic needs.
- To examine the factors that affect the individual's clothing needs and wants.
- To compare clothing and textile needs and preferences of different families of different ages with different lifestyles.
- To discuss critically whether clothing is a basic expression of lifestyle.

- To analyze the influence of cultural dress on today's clothing styles.
- To analyze how costumes worn from ancient times to the twentieth century reflect the times in which they were worn.
- To analyze the reasons people use clothing and textile products.
- To analyze why specific clothing items and styles become "fashions."
- To analyze the sociological and psychological influence of "fashion" on individual and family clothing and textile choices.
- To explain how changing economic conditions affect availability, cost, variety and choice of fabrics and fashions.
- To examine the practice of using clothing as a measure of economic worth.
- To recognize that technology affects consumer choices and information.
- To analyze the influence of values in establishing goals and making decisions when choosing clothing and household textiles.
- To examine individual differences in values, goals and available resources as related to fabric selection.
- To identify the moods, feelings and psychological effects created by different fabrics, fashions, and colors.
- To illustrate how clothing and fabric identify personality, roles and activities.
- To explore ways fabrics and clothing can meet a need for self-expression.
- To identify the decision-making process.
- To apply the steps of the decision-making process to clothing selections.
- To discuss critically how planning and co-ordinating a wardrobe can result in efficient use of the clothing dollar.
- To apply the decision-making process to planning and selecting a wardrobe.

- To recognize that age, body size and proportion determine the needs for special kinds of clothing and fabric.
- To determine basic human needs for satisfactory selection of clothing for the individual and the family.
- To compare clothing practices at various stages of life.
- To examine factors governing family expenditures.
- To discuss plans for clothing and textile expenditures on the basis of continuous and occasional needs, costs and priorities.
- To recognize that shelter is a universal need shared by people of all times and all places.
- To examine the relationship between Maslow's need hierarchy and housing.
- To discover the needs housing meets for today's families.
- To evaluate the relationship between needs, values and housing decisions.
- To recognize stages of life through which families proceed and the relationship of these stages to housing needs and choices.
- To examine the changes in housing requirements as related to an individual's or family's lifestyle.
- To identify the historical, cultural and religious influences on current housing.
- To analyze the ways in which the natural environment has influenced individual and family housing choices throughout human history.
- To analyze the influence of the economy on housing.
- To assess the influences of the family economic situation on housing choices.
- To examine psychological influences on housing.
- To discover that all individuals have personal space or privacy needs which must be met in environmental planning.
- To recognize housing conditions which tend to have an effect on the development and well-being of individuals: personal space requirements for rest and

recreation, temperature, humidity, noise, odors, sanitation, ventilation, freedom from hazards both human and environmental.

- To identify the kinds of messages which people consciously or unconsciously receive from the physical environments in which they live.
- To demonstrate ways in which people's lifestyles and values have contributed, over time, to the current problems in the natural environment.
- To propose alternative methods and lifestyles that will help preserve the natural balance in the environment.
- To determine the factors affecting the approaches used in planning a community.
- To appraise the advantages and disadvantages of community planning.
- To recognize the use of legal limitations on land use which affect the well-being of individuals and the supply of housing.
- To plan a course of action to redress government decisions in land-use issues.
- To determine the current impact of housing on resource depletion and environmental degradation.
- To collect information on innovative approaches to housing, remodelling and recycling.
- To compare clothing needs at various life stages such as infancy, preschool, school age, teenage, college, career, middle, senior, pregnancy.
- To evaluate the marketplace in terms of its ability to meet the physical and psychological needs of all individuals.
- To recognize the particular clothing needs of the athlete.
- To identify the physical and psychological needs for the physically disabled that clothing should meet.
- To practice modifying garments suitable for specific physical handicaps.
- To identify protection as a job-related clothing need.

- To describe how clothing identifies jobs by use of a uniform.
- To analyze the role of clothing in communicating appropriate messages when on the job.
- To compare clothing needs of individuals who live in different parts of Canada and the world.
- To discover that regional differences result in different lifestyles and, therefore, to different clothing needs and habits.
- To explore new ways fibres and fabrics are being used.
- To recognize stages of life through which all people proceed and the relationship of these stages to housing needs.
- To discover the unique housing needs of children.
- To suggest ways to help individuals and families meet these special needs.
- To examine the housing needs of individuals with particular physical difficulties.
- To examine how the work environment affects behavior.
- To discover how the lifestyle chosen by an individual or family affects the selection of clothing, household textiles and living environment.
- To compare products and services in terms of time, money, energy and skills required.
- To gather information describing current technology affecting the clothing, textile and housing industries.
- To examine recent developments in modular and pre-fab products.
- To identify the decision-making process.
- To discover the average percentage of income budgeted for clothing purchases.
- To analyze the effect of changing socio-economic level on the amount of income budgeted for clothing.
- To practice budgeting to meet family needs.
- To analyze alternatives in terms of time and energy costs for meeting the clothing and textile needs of the family.

- To discuss critically the significance of creativity and ability to master skills as personal or family resource.
- To identify what comprises community and environmental resources.
- To evaluate the significance of modern technology on the clothing and textile industry.
- To predict the viability and usefulness of the most current technological advancements in the home.
- To identify fibres according to their source.
- To describe fibres in terms of their characteristics.
- To compare fibre properties as they relate to textile use.
- To predict performance characteristics of products made with fibre blends.
- To discover methods of yarn and fabric construction.
- To identify characteristics of yarns that affect performance and appearance of fabrics.
- To identify methods of fabric construction that affect performance and appearance of fabrics.
- To discover how the methods by which yarns and fabrics are produced affect the use and care of the textiles.
- To recognize and compare aesthetic finishes.
- To list functional finishes added to fabric to improve its performance.
- To describe how textile care is dependent upon fibre content, construction and finishes.
- To identify methods and products that may be used at home for cleaning textiles.
- To practice comparative shopping.
- To evaluate comparative shopping as it relates to the decision-making process.
- To identify legislation for consumer protection.
- To analyze the information available to the consumer in order that he or she will seek knowledge on which to base a decision.
- To identify non-government groups that provide information and counsel for the consumer.

- To apply consumer information in the process of selecting fabric products in order to become a more effective consumer and citizen.
- To recognize issues that require consumer action.
- To organize and initiate action which will produce desired consumer goals.
- To recognize the steps involved in marketing a product.
- To determine the factors influencing consumer buying motivation.
- To determine the power of the consumer.
- To evaluate advertisements in terms of their appeal.
- To identify various media used in sales promotion.
- To analyze why particular media are used to advertise specific products.
- To review the decision-making process.
- To identify the various forms of housing available.
- To compare the characteristics of a variety of forms of housing.
- To distinguish the advantages and disadvantages of renting and buying shelter.
- To analyze the rights and responsibilities of landlords and tenants with respect to rental housing.
- To analyze the extent of financial and legal obligations related to home ownership.
- To appraise the social and economic responsibilities related to home ownership.
- To appraise the social and economic responsibilities related to condominium and housing co-operatives.
- To examine possible options for future housing.
- To predict possible options for future housing.
- To locate sources of information on available housing in a given location.
- To investigate current costs of housing in relation to incomes required to meet them.
- To discover expenses related to housing.
- To make comparisons and draw conclusions regarding household expenditures and their relationship to income and lifestyle.

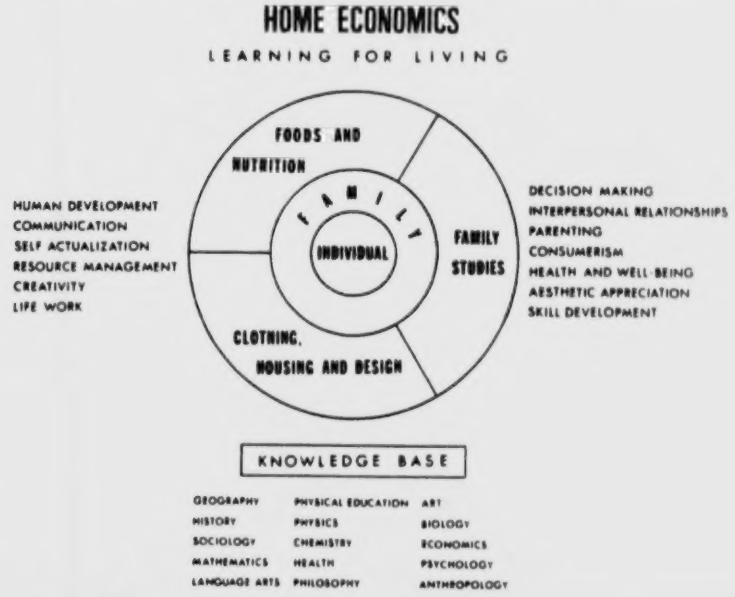
- To identify ways families and individuals can use their available time and energy to improve the home environment and to conserve other limited resources as well.
- To discover how resources may be interrelated and interchanged to maximize their potential.
- To discover resources available in the community.
- To compare the community resources available in a variety of geographic settings.
- To discuss the physical factors affecting life in a variety of settings.
- To plan ways to live in harmony with nature.
- To analyze the types of design, variation of materials and methods of construction prevalent in the housing industry.
- To evaluate the significance of technology in making family life more convenient and comfortable.
- To discover the different sources of design.
- To assess the influence of technology and nature in the design of homes as well as objects to beautify the home and body.
- To analyze the influence of the past in the evolution of modern homes, architecture, and dress.
- To examine the influence of culture on design.
- To generalize the effects of social and political changes on attitudes towards design.
- To trace the influence of technology on design in recent history.
- To identify design elements and select examples of their application--form and shape, line, texture, color, space and pattern.
- To recognize how the principles of design are coordinated to create a desired effect: balance, proportion, emphasis--focal point, rhythm, unity or harmony, variety.
- To analyze the relationship between design and appearance in making clothing or housing decisions.

- To select and produce examples of environments which create moods and illusions, which emphasize parts of rooms and objects.
- To gather data which illustrates that growth in the fashion and textile industry reflects social and economic changes which have taken place in Canada.
- To examine the marketing process of the fashion and textile industries.
- To assess the economic importance in Canada of the fashion and textile industries.
- To investigate the importance of Canadian designers in the local and national fashion scene.
- To gather data regarding the size and complexity of the local housing industry.
- To investigate some of the occupations that exist in the areas of clothing, textiles and housing.
- To determine career opportunities in occupations of particular interest in the community.
- To analyze the requirements for employment in occupations related to clothing, textiles and housing.
- To observe skills necessary for employment in a specific occupation.
- To participate in community experiences to learn about available occupations.
- To practice the necessary skills for a specific occupation through work experience in the community.
- To suggest appropriate planning strategies for a job interview.
- To practice requesting and experiencing job interviews.
- To evaluate clothing choices in terms of appropriateness for job or career.
- To recognize that employees have certain responsibilities to employers and to the general public.
- To recognize ways in which people can express themselves through a creative project.
- To analyze project choices in relation to needs, time, ability, interests, cost and materials available.

- To explore various creative techniques in relation to textile projects.
- To plan and coordinate all materials necessary for a specific project.
- To construct a suitable project.
- To analyze various effects of fabric construction on project performance and aesthetic appearance.
- To determine the qualities of a well-made article.
- To evaluate projects and determine if predetermined goals have been met.
- To evaluate students' projects.

IMPLEMENTATION STRATEGIES

Each of the three areas of study are linked through key concepts. The following diagram visually demonstrates the general philosophy, the knowledge base and key concepts which are applicable to all three courses.



Unlimited flexibility is incorporated into the structure of this program. The curriculum is designed to be co-educational, non-sequential and requires no prerequisite courses, specially designed classrooms or laboratories. Administrators and teachers are, therefore, able to select, according to individual or school needs and facilities, specific courses or combination of courses from the three different areas of Home Economics that are identified within this guide. These three different areas are referred to as Food and Nutrition, Clothing, Housing and Design and Family Studies. It should, however, be taken into consideration that students who choose a higher level course than that for which they have no previous experience should review previous levels or be guided into another, more appropriate one.

Each of the three areas, Food and Nutrition, Clothing, Housing and Design and Family Studies, are offered at all three grade levels, grade 10, grade 11 and grade 12. Within each of the three grade levels and within each of the three designated areas, specific major concepts are identified as being required in order that a student receive a full credit. These nine possible one-credit courses all require the equivalent of 110-120 hours of study. The major concepts that are identified as obligatory for a full credit in any one of the three designated areas are found in the scope and sequence chart.

Credit System

Half-credit courses in any of the three areas of study at any of the three grade levels are possible by combining selected major concepts based on student needs, previous experiences, available time, level of activity and budget. All are to be designated Home Economics (General). For example, students may not be granted a one-half credit in Food and Nutrition but, rather, a one-half credit in Home Economics (General)

SCOPE AND SEQUENCE CHART

FOOD AND NUTRITION

Grade 10

Concept Number I: Significance of Food
Concept Number II: Consumer Aspects of Food and Nutrition
Concept Number VIII: Planning, Preparing and Serving Food

Grade 11

Concept Number III: Factors Affecting Family Food and Health
Concept Number IV: Canada's Food Supply
Concept Number V: Canadian Mosaic
Concept Number VIII: Planning, Preparing and Serving Food

Grade 12

Concept Number VI: Canada and World Food Problems
Concept Number VII: Careers in Food
Concept Number VIII: Planning, Preparing and Serving Food

CLOTHING, HOUSING AND DESIGN

Grade 10

Concept Number I: Significance of Clothing and Textiles
Concept Number VI: Creativity and Design
Concept Number VII: Practical Applications of Creativity and Design
Concept Number VIII: Careers in Clothing, Textiles and Housing

Grade 11

Concept Number II: Significance of Living and Working Environments
Concept Number IV: Consumer Aspects of Clothing and Textiles
Concept Number VII: Practical Applications of Creativity and Design

Grade 12

Concept Number III: Factors Affecting Family and Lifestyle
Concept Number V: Consumer Aspects in Housing
Concept Number VII: Practical Applications of Creativity and Design
Concept Number VIII: Careers in Clothing, Textiles and Housing

FAMILY STUDIES

Grade 10

Concept Number I: Caregiving
Concept Number II: Careers and Volunteer Activities Related to Children
Concept Number III: Studying Children
Concept Number IV: Fundamentals of Development
Concept Number V: Prenatal Development
Concept Number VI: Birth
Concept Number VII: The Infant
Concept Number VIII: The Preschool Child
Concept Number IX: Parenting: Role of the Caregiver

Grade 11

Concept Number X: Human Needs
Concept Number XI: Studying Children
Concept Number XII: The Nurturing Environment
Concept Number XIII: Physical Growth and Development
Concept Number XIV: Intellectual Develop-
Concept Number XV: Emotional Development
Concept Number XVI: Social Development
Concept Number XVII: Play
Concept Number XVIII: The Importance of Parenting

Grade 12

Concept Number XIX: Human Development
Concept Number XX: Personal Development
Concept Number XXI: Self-Management
Concept Number XXII: Preparation for Life Work
Concept Number XXIII: Social Development
Concept Number XXIV: Relationships
Concept Number XXV: Family and Society
Concept Number XXVI: Family Management
Concept Number XXVII: Building a Family
Concept Number XXVIII: The Changing Family

even if the one-half credit was offered specifically in Food and Nutrition. If more than one-half credit is offered by combining a minimum of two separate courses--i.e., Food and Nutrition and Clothing, Housing and Design--one credit applies, but it also is to be called Home Economics (General). Students may only be granted credits in each of the three designated areas of Food and Nutrition, Clothing, Housing and Design, and Family Studies if they are enrolled in a full-credit course and if the major concepts listed above are taught at the appropriate level. Any other full or half-credit course or combination of courses are designated Home Economics (General).

Levels of Instruction

Within any of the possible full- or half-credit courses, there are three different levels of instruction. These three levels are the basic, intermediate and advanced levels, and they are designed in such a way that they may be taught at one time in the classroom. It is possible, then, at the conclusion of the course, that three different credits will be granted to students. The basic level, recognizable by a (B) next to a suggested activity, provides activities aimed at meeting the needs, interests and abilities of students who require a basic or simplified understanding of the intended objectives and concepts. Depending on the individuals within the classroom, the curriculum is designed so that a teacher may choose to incorporate only those objectives and activities aimed at the basic level. However, as these activities are not intended only for students who are capable of the lowest level of difficulty, but rather are a starting point for all the students in the classroom, a teacher may choose to further build upon them with increasingly more complex activities. Such activities are identified as being the intermediate level (I) and are oriented towards the student whose needs, abilities and interests are less limited than those at the basic levels. These activities take the student beyond a basic comprehension by developing these same ideas to a more complex level. The advanced level (A), which encourages individual self-direction through exploration, research and evaluation, is designed to provide challenges intended to meet the requirements of the student who is more highly motivated and requires increased sophistication in both concepts and content. These activities are at the highest level of difficulty addressed by this curriculum guide.

The following, therefore, is a summary of possible options that may be offered by any school.

Food and Nutrition

Grade 10: Basic, Intermediate, Advanced
Grade 11: Basic, Intermediate, Advanced
Grade 12: Basic, Intermediate, Advanced

(1-credit courses)

Clothing, Housing and Design

Grade 10: Basic, Intermediate, Advanced
Grade 11: Basic, Intermediate, Advanced
Grade 12: Basic, Intermediate, Advanced

(1-credit courses)

Family Studies

Grade 10: Basic, Intermediate, Advanced
Grade 11: Basic, Intermediate, Advanced
Grade 12: Basic, Intermediate, Advanced

(1-credit courses)

Home Economics (General)

Grade 10: Basic, Intermediate
Grade 11: Basic, Intermediate
Grade 12: Basic, Intermediate

(one-half or 1-credit courses)

It is probable that large, urban centres will be able to offer a wider variety of full- or half-credit courses on a year-after-year basis because of more readily available facilities; smaller rural or northern centres may not have the freedom or facilities to offer the same courses on as regular a cycle. Under such circumstances, it is recommended that courses offered be rotated from year to year. This rotation could allow students to complete anywhere from one-half to three or more full credits over a three-year period. In addition, if facilities for a course such as Family Studies appear to be problematic, it is recommended that the course be offered in the classroom and that community resources such as day-care centres, nursery schools, or nursing homes be explored for observation or practical experience.

These practicums are an integral part of the Home Economics curriculum and are, therefore, included at every level of every course. It is the intent of this curriculum guide that approximately 40-60 percent of time spent in each of the three curriculum areas be of this practical nature.

DESIGN OF THE GUIDE

This curriculum guide is one of three composing the Senior High Home Economics curriculum.

Each of the three individual areas of study are subdivided into several major concepts or topics. As each curriculum guide is intended to provide information and experience for students in grades 10, 11 and 12, only selected topics are taught at each grade level. Guidelines as to the selection of concepts required at each grade level is located in this overview under "Implementation Strategies."

All major concepts are accompanied by major objectives. These major objectives provide an overview of what the students should achieve through the study of a particular concept.

Each of these major concepts are further broken down into subconcepts, with each subconcept including a generalization that refers to common, readily understood situations rather than unique or specific circumstances. These generalizations help students in their thinking and overall understanding of the sub-concept and provide a foundation for the more detailed objectives to follow.

Student objectives, intended to serve to develop the ideas presented in the generalizations, are presented in such a way that they lead the student from a simple to a more complex understanding of the sub- and, ultimately, major concepts.

Student activities are designed to help the students achieve the stated objectives. These suggested experiences are varied and sequenced so that they lead the student from a very basic to a deeper, more analytical understanding of the concept. (See Section on Special Needs.)

In general, selection of activities should be based on the individual abilities of students and on the intended level of instruction. Activities at these various levels help students to acquire varying degrees of knowledge and skills as well as to develop an appreciation for the topic.

This guide is designed to provide information and experience in three distinct areas of study for students in grades 10, 11 and 12 who are at different levels of interest and ability. As a result, it pursues an extremely wide and diverse range of topics and experiences. Such diversity makes it impossible to employ only one orientation or curriculum strategy. The model, therefore, upon which this program is developed can be termed "eclectic." It incorporates all five orientations as outlined by Eisner and Vallance in Conflicting Conceptions of Curriculum. These five orientations are as follows:

1. Development of Cognitive Processes: This orientation is concerned less with curriculum content than with sharpening the student's intellect by developing cognitive skills that can be applied to learning virtually anything.

2. Academic Rationalism: This is the most basic orientation to curriculum. It argues that the function of the school is to cultivate intellectual growth in the discipline deemed the most valuable. Schools that devote time and resources to subject matter that does not meet these requirements are depriving students of the intellectual tools they need to cope in society.

3. Personal Relevance: This approach is clearly child or learner centered. Education is seen as a way to help individuals discover things for themselves and, thus, provides for personally gratifying and enriching experience.

4. Social Adaptation and Social Reconstruction: This fourth orientation to curriculum emphasizes that the goals of education are to serve the interests of society rather than to serve individual needs. The focus, therefore, is to provide the learner with experiences that are relevant and address the social needs as they have been identified.

5. Curriculum as Technology: The focus of this orientation is on the process of learning. It provides the learner with efficient means to achieving clearly defined and meaningful goals.

APPROVED AND RECOMMENDED BOOKS FOR CLOTHING, HOUSING AND DESIGN

Major Concept: Significance of Clothing and Textiles

Contemporary Clothing
Clothing: Fashion Fabrics: Construction
Individuality
Four Hundred Years of Fashion

Major Concept: Significance of Living and Working Environments

Homes With Character
Housing Decisions

Major Concept: Factors Affecting Family and Lifestyle

Contemporary Clothing
Clothing: Fashion Fabrics: Construction
Individuality
Homes with Character
Housing Decisions
Modern Textiles
Inside the Fashion Decisions

Major Concept: Consumer Aspects in Clothing and Textiles

Contemporary Clothing
Clothing: Fashion Fabrics: Construction
Individuality
Creative Living

Major Concept: Consumer Aspects in Housing

Homes with Character
Housing Decisions

Major Concept: Creativity and Design

Contemporary Clothing
Clothing: Fashion Fabrics: Construction
Individuality
Homes with Character
Housing Decisions
Clothing: Image and Impact
Interior Design: A Space-Planning Kit
Homespun: Interior Design Simplified
Creative Living
Four Hundred Years of Fashion
Inside the Fashion Business

Major Concept: Practical Application of Creativity and Design

Contemporary Clothing
Clothing: Fashion Fabrics: Construction
Individuality
Homes with Character
Housing Decisions
Homespun: Interior Design Simplified
Interior Design: Space-Planning Kit
Clothing: Image and Impact
Creative Living

Major Concept: Careers in Clothing/Textiles/Housing

Creative Living
Inside the Fashion Business
Individuality
Contemporary Clothing
Clothing: Fashion Fabrics: Construction
Homes with Character
Housing Decisions
Clothing: Image and Impact

SPECIAL NEEDS*

Home Economics teaches a set of skills which students with special needs require to become independent. Teaching these students successfully requires knowledge of their characteristics and of effective ways of teaching them as well as a desire to release the potential of these students for satisfying personal and family living.

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* The sections on Special Needs, Adult Students and Multiculturalism have been adapted from "Consideration in Adapting Programs," Family Studies: Intermediate and Senior Divisions and OAC 1987 (Toronto: Ontario Ministry of Education, 1987), pp. 13-16. Used with permission.

Special students should participate in Home Economics courses at the level of difficulty permitted by their interests and aptitudes. Teachers should be prepared to make appropriate program adaptations for students with a variety of exceptionalities. These adaptions can be made in the areas of teaching strategies, pacing, assessment and evaluation, facilities, equipment and the use of resources.

Teachers and administrators have identified five areas of educational needs for special students. These are:

1. positive self-concept development
2. socialization skills
3. daily living activities experiences
4. independence
5. occupational skill development and employability

Special needs may be categorized as:

1. students with behavior exceptionalities
2. students with communication exceptionalities
3. students with physical exceptionalities
4. students with intellectual exceptionalities (other than gifted)
5. students with intellectual exceptionalities (gifted)

CONSIDERATIONS OF LEARNER NEEDS

Suggestions in the form of a checklist are presented for teacher consideration.

Students with Behavioral Exceptionalities

- Instructions should be expressed clearly and concisely.
- Additional supervision should be provided when students are working with potentially dangerous tools and equipment.
- Tasks should be assigned at the student's level of ability in order to maximize his or her opportunities for success and satisfaction.
- Students who are compatible should be paired together whenever possible.
- Routines should be consistent and carried out with minimal disruption.
- Students should understand their specific tasks at the beginning of an activity, and a regular schedule of activities should be maintained.
- Acceptable behavior should receive positive reinforcement.
- The disciplinary consequences of misbehavior should be consistent, in order to ensure that the students involved understand the cause-and-effect relationship.

Students with Communication Exceptionalities

- New vocabulary should be taught in context.
- Teachers should obtain the full attention of the students before beginning a lesson.
- Students should be paired with others who can assist them if necessary.
- Students should be provided with visual as well as auditory clues for reinforcement.
- Objects used in class activities should be labelled.
- Teachers should enunciate clearly and rephrase any question or statement students do not understand.
- Classroom distractions that are not normally part of the work situation should be eliminated or reduced to a minimum.
- Alternative modes of communication (e.g., microcomputers and appropriate software) should be used in order to eliminate physical barriers to self-expression.

Students with Physical Exceptionalities

- Students can benefit from working with a partner (e.g., for note taking).
- Disabled students may need placement near the entrance to the classroom.
- Extra time may have to be provided for students to complete assignments.
- The amount of writing should be reduced; writing could in some cases be replaced by alternative methods (e.g., tape recorders).
- Videotapes of sessions involving demonstrations would be useful for students who are frequently absent.
- Additional space and modified equipment or tools may be required to accommodate wheelchairs or other ambulatory devices.
- Floors should be free of obstructions and covered with non-slip materials.
- Students who are unable to communicate by talking or writing with a pencil or pen should be provided with microcomputers, Bliss boards, or other devices.

Students with Intellectual Exceptionalities (Other Than Gifted)

- Rules should be expressed simply, clearly, and consistently.
- Teachers should give students sequential instructions with logical steps.
- New skills should be demonstrated and their practice supervised, especially when activities involve the use of potentially dangerous equipment.
- Students should be given immediate feedback.
- Functional reading should be reinforced in each lesson, wherever possible.
- Some students will need to be involved in individual activities.
- The reading level of the student should determine the choice of print materials.
- The level of understanding of the student should influence the choice of print and non-print materials.
- The development of individual skills should be stressed and competition avoided.
- Creativity should be encouraged.
- Improvements in levels of performance should be expected, encouraged, and applauded.

Students with Intellectual Exceptionalities (Gifted)

- Teachers should encourage and foster creativity, original thinking, and the cognitive skills of analysis, synthesis, and evaluation.
- Students should be encouraged to develop organizational and leadership skills through class presentations using new technology and a wide variety of media.
- Individual projects requiring independent study should be emphasized.
- Facilities, personnel, and equipment from outside the school should be used.
- The expertise of knowledgeable people in the community should be drawn on to enhance learning activities.
- High standards requiring students to extend themselves should be encouraged.

ADULT STUDENTS

Adults enrolled in regular school programs may be placed in classes composed exclusively of adults, or they may be integrated with adolescent students. Relatively small adjustments in planning may provide substantial benefits for adult learners and also enrich the experiences of adolescent students.

Teachers should keep in mind the observations below when planning courses for adult students.

- Adult learners often bring a rich store of practical experience with them. Classroom activities can be designed to draw on this knowledge and experience.
- Adults often learn best in groups and welcome the support of other learners. Activities that foster social interaction will result in more effective learning. Through such activities each learner becomes a resource for the others.
- Some adults learn effectively through active involvement. Strategies that balance experiential activity with theoretical presentations will enhance their learning.
- Adults tend to focus on the present and to be problem-oriented. Teachers will need to build on the expressed learning needs of their students.
- Adults, like adolescents, exhibit a range of learning styles. These individual differences may be accomodated through activities involving independent study.

Adult-learning theory suggests that adults tend to be highly self-directed and responsible. Such generalizations, however, may overlook exceptional cases (for example, an adult who was chronically ill as a child). Teachers must decide to what extent the generalizations and recommendations in the list above can be applied to learners in a particular class.

Home Economics courses provide good opportunities for the interaction of adult learners and adolescents, in which both can recount their experiences and explain their points of view. This combination of adults and adolescents tends to have a positive effect, since it is non-threatening for both; moreover, the interaction should help each group to develop a better understanding of the other.

MULTICULTURALISM

The study of family groups leads students to understand that certain basic living activities, functions, and celebrations are common to all, although at times they may be expressed differently, even within the same culture or racial group. An understanding of this fact can promote caring and friendship among class members.

Multicultural experiences should be designed in order to encourage students to develop:

- empathy both for members of their own families and for others whose cultural and racial heritage and family style are different from their own;
- respect for cultural and racial differences among contemporary Canadian families;
- awareness of the variety of family traditions and lifestyles represented in Canada, as manifested in the range of values and ideologies within the multicultural and multiracial mosaic of Canadian society;
- appreciation of the ways in which individuals and families are socialized in Canadian society;
- understanding of the ways in which the family traditions of an individual's particular culture or race are an important component of his or her family life;
- familiarity with the food traditions of many cultures through a variety of experiences with food, in order to promote an understanding of the social, psychological, and cultural significance of food to individuals and families.

Students of Home Economics should learn to recognize that similarities and differences in their cultural and racial backgrounds are an integral part of Canadian society.

EVALUATION

The purpose of evaluation is to determine whether the stated objectives have been met. As numerous topics and teaching strategies are employed within this curriculum, a great variety of different evaluation techniques must also be used in order to measure fairly whether the objective has been attained.

Evaluation techniques should include regular assignments, tests, field trip reports, practicums, observational evaluation and self-evaluation and should be chosen on their ability to measure whatever learning needs to be evaluated.

Teachers should assess students' ability to function as learners at the basic, intermediate or advanced level.

EVALUATION TECHNIQUES AND METHODS

- The choice of evaluation procedure will reflect the purposes for which results will be used.
- The greater the variety of evaluation techniques used, the more probable it is that judgement will be fair.
- Motivation and achievement are affected by the type of evaluation method chosen.
- The intent of an objective and the method used to evaluate should be related.
- To be sound, the procedure selected must measure the content it is chosen to measure.
- The type of subject matter taught affects the choice of evaluation techniques.
- Attitudes are more likely to be positive if students participate in determining objectives, selecting means of evaluation, and evaluating their own progress.
- When learners can use self-evaluation techniques, they are better able to identify their own needs and to take initiative in learning.
- The effectiveness of evaluation techniques is affected by the balance between the validity, reliability, and the usability of the evaluation techniques selected.

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clothing, housing & design 10-12

I. MAJOR CONCEPT: Significance of Clothing and Textiles

MAJOR OBJECTIVES: To examine the factors which influence clothing and textile choices
To appraise the effects of clothing and textiles on the needs of individuals and families

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
A. Factors Affecting Clothing and Textile Choices		
1. Understanding Human Needs		
Throughout history, individuals have used clothing and textiles to satisfy basic human needs.	To identify Maslow's hierarchy of needs.	From selected pictures in magazines of specific items of clothing which clearly illustrate each of Maslow's basic needs, have students identify (B) and rank the needs (I): . Clothing meets physical needs of warmth, comfort, shelter and protection. . Clothing meets social needs for acceptance.
	To illustrate how clothing and textile choices reflect these basic needs.	Have students prepare a class collage (B). Have them choose a specific group of people in today's culture or lifestyle. Have students illustrate (I) or compare (A) the types of textile or clothing these people use to meet their basic needs: . Inuit . Hutterite . Native . teenage cultures--refer to current popular recording artists and other celebrities . New Canadians

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		Form a panel to debate whether clothing is important in a lifestyle.
2. Individual Preferences		
Individual preferences for clothing and textile needs will vary according to available resources, age, activity, values, self-concept, and family influences.	To examine the factors that affect the individual's clothing needs and wants.	Have students list the clothing of a teenager. Decide what motivates their own personal clothing choices (B). Have students predict how their clothing and textile preferences might change several years into the future, e.g., (I) . as a young career person . as a spouse of a prominent community leader . as a homemaker and parent . as a retired grandparent Have students observe a younger brother, sister, relative or friend. Have them develop ideas to explain what motivates children's clothing preferences. (A)
3. Family and Lifestyle Influences		
Changes in the family age and lifestyle, which are reflected by social and physical mobility as well as changing periods in the family life cycle, influence clothing and textile choices.	To compare clothing and textile needs and preferences of different families of different ages with different lifestyles.	Have students examine and discuss case studies of families with differing lifestyles. How are their clothing and textile needs the same? How do they differ in how they meet their needs? (I) e.g., . young professional working couple without children, living in a city

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		. farming family, mother at home with five children . aging couple living in an apartment whose children have moved to other parts of the country . divorced mother with two children and working full-time
Individual, family, or cultural clothing reflect a lifestyle.	To <u>discuss</u> critically whether clothing is a basic expression of lifestyle.	Discuss stereotypes related to clothing choice and lifestyle, e.g., (I) . three-piece business suit and attaché case . black leather jacket . open neck shirt with necklace showing through the opening . riding boots, bluejeans and cowboy hat . school uniform Form a panel to debate whether clothing is important in lifestyle. (A)
4. <u>Historical, Cultural, and Religious Influences</u>		
Historically, the dress of different cultures and religious groups has influenced modern clothing styles.	To <u>analyze</u> the influence of cultural dress on today's clothing styles.	Show pictures of current fashions and have students identify their cultural and historic influence. (B) Have students select an identifiable cultural group and indicate how their clothing designs have been integrated into the current Canadian fashion scene. (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		Have students make a list of popular clothing styles. Have them trace the origin of these styles by collecting pictures of clothing from other cultures. Have them illustrate the evolution of modern clothing styles from a particular culture. (I)
		Students will select a specific ethnic group and research its national costume. Using this as a model, have them design a modern garment which reflects this cultural influence. (A)
		Demonstrate the relationship of clothing to lifestyle for one of the cultural groups. (A)
	To analyze how costumes worn from ancient days to the twentieth century reflect the times in which they were worn.	Have students show how an article of clothing has changed from its origin to the present day. Note changes in shape, color and use. (I)
		Have students discuss whether this year's new fashion look is a revival of a style from the past. Determine whether and why it is making a comeback. (I) Design current fashion based on historical costume. (A).
		Have students research the clothing fashions and fabrics which were typical of a period in history. Comment on the music, architecture, literature, prominent personalities, and religion of the period (i.e., the lifestyle), e.g., (A)
		. Louis XIV of France . Reformation in Britain . Industrial Revolution

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
5. Social, Physiological and Psychological Influences		
There are many reasons, both conscious and unconscious, for why people wear clothes.	To analyze the reasons people use clothing and textile products.	Show (B) students or have students find (I) pictures of clothing, past and present, which illustrate why people have worn and will continue to wear clothes and other forms of textile products for the following reasons: 1. modesty 2. protection from climate, animals, insects, occupational hazards, human enemies 3. adornment to achieve status or superiority, identification with a group, ceremonial display, attraction of the opposite sex, or self-expression Have students analyze current high school fashions to determine which of the above reasons influenced their choice. (I)
Clothing worn for any reason by a substantial number of people and for a substantial length of time becomes a "fashion."	To analyze why specific clothing items and styles become "fashions."	Have students describe or find illustrations of several ashions that have resulted from specific events or popular personalities in the past or present. (B) Example: Current movies or TV programs, sporting events (e.g., the Olympics), singing groups, etc. Have students suggest other reasons certain styles become fashions. Analyze (I) current fashion trends for . comfort, fitness, pressure to conform.

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
	To analyze the sociological and psychological influence of "fashion" on individual and family clothing and textile choices.	Have students discuss the importance of wearing clothing that is "in" fashion. (I) Have students design a universal garment to be worn by all age groups and predict the possible outcome of a universal uniform. (A)
6. Economic Influence Income and fashion are intertwined. When money is in short supply, new and changing fashions are of less importance. However, when the standard of living rises, fashion often becomes more important.	To explain how changing economic conditions affect availability, cost, variety and choice of fabrics and fashions.	Have students select pictures from three decades and compare the clothing worn then. Have them examine the economic conditions of each decade. (I) Discuss the relationship of the economy to the availability and choice of textiles and fashions. (I) Have students trace changing fashions during the past 10, 50, or 100 years, and identify those resulting from such Canadian or world events as wars, depressions, and recessions; e.g., (I) . hemlines . colors . silhouettes . tie width . lapel width . pants - cuffs, width . jacket length

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		Discuss ways and means of extending your resources to meet your needs for clothing and textile products. (A) Discuss the impact of the political/environmental climate on the textile industry. (A) . In wartime the focus is on defense goods rather than fashion. . During a depression or recession, textile production slows down.
	To examine the practice of using clothing as a measure of economic worth.	Have students watch current television programs which revolve around wealthy characters, or collect magazine articles which describe social events attended by the very wealthy. (B) Discuss critically the intended messages of the rare furs, precious jewelry, and expensive fabrics. (I) Have students identify clothing choices which would signify wealth among adolescents. (B) Have students imagine that the wardrobe person for two currently popular TV shows gets the clothing mixed up. What might happen to the shows? (B) How do wardrobe choices change through the stages of the life cycle. (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
7. Technological Influences		
Technology exerts a strong influence on the choice of clothing and textiles, and determines what, when and how materials become available.	To recognize that technology affects consumer choices and information.	Have students brainstorm the influence of technology on the availability and use of textile products. (B) . Have them identify all paper products which use substitutes for cloth, (i.e., diapers, tablecloths, costumes). Have students explore unusual textile products in the home, industry and medicine. (I) Have students predict the effects of a disposable textile environment. (A) Discuss: What was life like before polyester? (A)
B. Effects of Textile and Clothing Choices on the Individual		
1. Clothing Values and Goals		
Clothing and household textile choices reflect individual values and goals.	To analyze the influence of values in establishing goals and making decisions regarding clothing and household textiles.	Have students list and explain why certain (or what) articles of clothing in a teenager's wardrobe might exemplify each of the following values: (B)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		beauty — efficiency comfort — modesty conformity — prestige economy — self-confidence Have students explore present social phenomena and events that are influencing current fashion. What values do they represent? (I) Have students analyze household textile products such as draperies, sheets, carpeting and linens as to their qualities; i.e., cost, care, time efficiency, ecological impact. (I) Use field trips, catalogues or contact company sales representatives.
	To examine individual differences in values, goals and available resources as related to fabric selection.	Discuss how personal values affect choices; e.g., handwoven vs plastic placements. (I) Problem: You need a winter coat or jacket. Design an advertisement illustrating three different possible choices of coats or jackets. Consider how values and goals (i.e., needs, activities, cost, use) affect choice. (A)
2. Personality and Appearance		
Fabric and fashion choices are related to personality, appearance, activities and environment, and reflect personal goals.	To identify the moods, feelings and psychological effects created by different fabrics, fashions, and colors.	Mount illustrations of people wearing a variety of styles in clothing. Block out facial expressions. Have students describe orally their impressions of the person (B) and role the person is playing. (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		Have students collect newspaper clippings or magazine articles related to fashion theory; i.e., "fashion therapy" or "halo effect." (I) . mentally ill patients wearing attractive clothes . plastic surgery and taking courses in self-improvement . women and men dressing for the job . use of color to create moods Halo effect: A person who is well dressed and attractive is treated better than an unattractive, poorly dressed person Have students collect newspaper photos of Canadian personalities. What image are they creating and what feelings are they projecting? (A)
	To illustrate how clothing and fabric identify personality, roles and activities.	Have students make a bulletin board to indicate how occupation, social standing, age group, nationality, personality and activities can be expressed through people's clothing. (B) Debate: "Clothes make the man." (A)
3. Need for Self-Expression		
Clothing and fabrics satisfy a need for self-expression.	To explore ways fabrics and clothing can meet a need for self-expression.	Students decorate an article of clothing with fabric paints/dye or in other ways. (B)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		Either bring in (B) or have students bring in (I) samples of hand-made clothing or pictures of celebrities who have a unique style of dressing. React: "Clothing is a medium for self-expression in much the same way as are music and art." Illustrate this with examples of clothing as a medium for self-expression (I) or use bold color, striking design, unique prints, unusual accessories. Describe the feelings evoked in the wearer and observer by these examples. (A)
4. <u>Decision Making Related to Clothing</u> Using all available resources to make a good decision and getting satisfaction from what you buy is being a wise consumer.	To <u>identify</u> the decision-making process.	Present students with a problem. Have them work first in small groups to solve the problem and then in a large group; draw out the process of decision-making. (I) Identify the six steps in the decision making process: 1. State the problem. 2. List possible alternatives. 3. Consider alternatives and their consequences. 4. Weigh values, needs, resources. 5. Make the decision and act on it. 6. Evaluate the choice.

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
	To apply the steps of the decision-making process to clothing selections.	Present case studies to the class and have students apply the decision-making process to solve such problems as acquiring a winter coat or a tuxedo. (B) Using the decision-making process, have students create a wardrobe with $?? for a 16-year-old male/female. (I)
5. Wardrobe Planning and Selection		
Satisfaction in wardrobe planning depends on a knowledge of fashion, fabrics, design, an understanding of individual needs and the ability to make decisions.	To discuss critically how planning and co-ordinating a wardrobe can result in efficient use of the clothing dollar.	Have students list the advantages and disadvantages associated with using a wardrobe plan. (B) Have students cut illustrations from magazines of three tops and three bottoms or use a wardrobe wheel with three bottoms, four to six tops and accessories on the outer wheel. Have them illustrate that through careful forethought and planning, these items could be combined to make numerous outfits.(B) Have students make lists of clothing that they have but do not wear. Discuss the reason for not wearing them and ways these problems could have been avoided. (I)
	To apply the decision-making process to planning and selecting a wardrobe.	Arrange field trips to thrift shops, second-hand stores, wholesale and economy fabric stores. (B) Have a "white elephant" sale or have students bring clothes that can be donated to various needy groups. (B)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		Have students bring a "white elephant." Go through the decision-making process and evaluate. (I) Have students apply the decision-making process and complete a "Basic Wardrobe Planning" contract. (I)
6. Individuals with Special Needs For individuals with special needs, whether permanent or temporary, clothing can be made more comfortable and less confining and can also be adapted to m ake body movement easier. Individuals with special needs: . the elderly . expectant mothers . pre-school children . the handicapped . those with job-related clothing needs . those with over- and under-sized figures	To recognize that age, body size and proportion determine the need for special kinds of clothing and fabric.	Have students suggest ways that clothing can be adjusted when someone is wearing an arm or hip cast, or when spending some time on crutches. (I) Invite a speaker from senior citizens homes, the Muscular Dystrophy Association, School for the Deaf, or a school for crippled children to speak on adaptive clothing. (I) Visit a specialty shop (over-size, maternity, children) or invite a guest speaker to class, and find out what special considerations are necessary in the fabrics, design, fastenings and care for the particular group. (A) Describe special needs of a specific group of individuals. Have students plan a wardrobe for an individual in that group and research outlets where these garments may be obtained and their cost. (A)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
C. Effects of Textiles and Clothing Choices on the Family		
1. Family Needs		
Within the family, meeting each person's clothing needs is complicated because of the individual requirements of each of the several family members.	To determine basic human needs for satisfactory selection of clothing for the individual and the family.	Have students prepare the cost of a baby's layette. (Use lists available from Health unit or other catalogues.) (B) Have students develop a wardrobe for "Chris." Break the class into small groups and give each group a profile, each profile being a different age in Chirs's life. Re-group to discuss together wardrobe needs. Draw out changes and clothing needs at various stages of the life cycle. (I)
	To compare clothing practices at various stages of life.	Have students complete assignments on the following: (I) . the stage of most and least demand on the clothing budget . how families ease the clothing budget when greatest demands are being made on it . how clothing needs and wants change during the various stages of one's life

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
2. Family Decisions and Goals		
Important factors in determining the selection of clothing and household textiles are needs, values, resources, goals and family stage reached.	To examine factors governing family expenditures.	Have students suggest ways to reduce clothing expenditures, such as the price of a baby layette. (B)
		Have students determine average household and clothing requirements and expenditures. Contact Home Economics Directorate or Welfare Department for information. (B)
	To discuss plans for clothing and textile expenditures on the basis of continuous and occasional needs, costs and priorities.	Have students plan an outfit for a six-year-old on the first day of school. Have them visit a store and price items, then visit a second-hand store and price a comparable outfit there. Discuss the outcome in class. (I)
		Using a hypothetical family, have students form buzz groups to determine what clothing purchases are required every year and every two years. Have them chart their findings. Catalogues or newspapers can be used to estimate the cost for each member's clothing needs. (A)

II. MAJOR CONCEPT: Significance of Living and Working Environments

MAJOR OBJECTIVES: To examine the factors which influence the individual's and the family's choices of working environments
To appraise the effects of living and working environments on the quality of life for families and individuals

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
A. Factors Affecting Living and Working Environments		
1. Meeting Human Needs		
Shelter is influenced by people's social, psychological, and physiological needs. Identifying these needs is the first step towards creating human environments that will stimulate growth toward the fulfillment of human potential.	To recognize that shelter is a universal need shared by people of all times and all places.	Students could examine the shelter of different cultures and civilizations. Have them determine how vital shelters are to survival, no matter how basic they may be. (B) Students should examine examples where shelter and clothing are combined in one form (parkas, space suits). (B)
	To examine the relationship between Maslow's need hierarchy and housing.	Students will trace early human life and its shelter (caves) to modern life and its housing (apartments, single or multiple-family dwellings. (I) Have students illustrate how this shelter provided early man with feelings of security and thus allowed him the freedom to form relationships with others, teach, learn and create--in other words, to progress upwards on the hierarchy. (I) Examine various cultures and the variety of housing styles in existence. Have students determine how these meet Maslow's needs. (A)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
	To discover the needs housing meets for today's families.	Have students pick a favorite room in the house and state why it is their favorite. How does it meet their needs? Describe its function and importance in their lives. (B) Discuss the significance of the following phrases: (B) . home sweet home . there's no place like home . home for the holidays Brainstorm other phrases used to describe what "home" means. (I) Have students pick another family member and describe how the home meets the needs of this person. How does a home meet the different needs of families? (A)
2. Family Needs and Values When housing decisions are made, high priority consideration should be given to the values and needs of individuals and the family. The values thus sought refer to "quality of life."	To evaluate the relationship between needs, values and housing decisions.	Have students clip pictures from magazines or draw pictures which illustrate ideas of adequate or desirable housing. Discuss the needs and values these illustrations represent. (B) Provide case studies. Students will analyze the values and needs reflected by the families and people in the case studies. (I) Have students brainstorm a list of values that might be reflected in housing. Give specific examples, such as (I):

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		. privacy . comfort . convenience . beauty . leisure . economy . prestige . health (mental and physical) . safety . location . freedom . equality Have students evaluate several bedroom floor plans and determine how this space reflects values and needs. (A)
	To <u>recognize</u> stages of life through which families proceed and the relationship of these stages to housing needs and choices.	Have students view current television programs and describe the family situations that influence housing choices. (B) Have students determine the needs and values of the family at different stages and how these affect housing needs and choices. (I) Assign students a case study and have them design a living space according to the needs of the family in the case study. (I) Have students interview an older couple or any family and discuss: where they lived when first married, during the family years; feelings at the launching stage; where they live now; where they project they might live; and where they would live if they could have altered their life. (A)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		Have students do a map of facilities and services in their community. Have them evaluate the environment as it meets the needs of the family throughout the life cycle. (A)
	To examine the changes in housing requirements as related to an individual's or family's lifestyle.	Have students determine how housing needs and choices differ in different life situations given below or create other situations (I): . two-income family becomes one income family . family member becomes handicapped . family member on strike Using illustrations of various room settings, have students predict the lifestyles and values of its residents. (A)
3. Forces that Influence Types of Shelter Designs and structures of homes will vary as a result of many influences, including historical, cultural, religious, economic, psychological, environmental, social and technological.	To identify the historical, cultural and religious influences on current housing.	Arrange for a guest speaker from a local Historic Society. Arrange for a field trip to local museums. (B) Have students study an important structure from pre-historic, ancient, classical, medieval, or early modern times. Do any of its characteristics have religious significance? (I) . tall, pointed structures reaching to heaven . pyramids, temples, Stone Henge Provide students with a camera and film, and have them prepare a slide presentation identifying local buildings and homes that illus-

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		trate a historical, cultural or religious influence. Have them use historical references to identify examples of Greek, Roman, Victorian, Colonial, Renaissance designs. Have them also identify characteristics of homes or buildings which have their origin in a specific culture such as Chinese, Danish, Spanish, French, German. (A) Have students research the contributions of ethnic populations to the Manitoba housing scene (Mennonites, Icelanders, Ukrainians, etc.). (A)
	To analyze the ways in which the natural environment has influenced individual and family housing choices throughout human history.	Have students discuss ways Manitoba homes are built as a response to the environment. (B) Have students discuss recent environmental occurrences that have had detrimental effects on shelter, such as (I) . hurricanes . tornadoes . rock slides near mountain homes . erosion of river beds Have students complete an interdisciplinary study on the relationship of the natural environment and shelter (in cooperation with the English or Geography departments). Include the influence of: (A) . general climate conditions . seasonal variations and extremes . availability of land . available natural resources

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
	To <u>analyze</u> the influence of the economy on housing.	Students will relate the economy of the Twentieth Century to housing. 1900-1920. Introduction of small affordable homes (e.g., bungalow), rising income so owning homes became more of a reality. 1920-1929. (Post War) Increased prosperity; revival of old styles and interest in home decoration and labour-saving devices. 1929. Stock market crash; housing becomes unaffordable; large homes converted to duplexes or apartments; loss of homes sparked government interest in the importance of universal housing. World War II. Virtual cessation of home construction. Post-World War II. Increased demand for housing. 1960-1980. Demands for new housing by baby boomers; growing number of aged; demand for different types of housing. New concepts in housing emerge such as: . suburban housing . government-assisted plans to improve housing for everyone Examine slides of local housing built during different economic times. Ask how they represent the economic conditions of the time. (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		Visit the offices of city planners or use a real estate newspaper to explore the ways in which homes reflect the times in which they were built. (I)
		Have students make future predictions based on birth rates, life expectancy, natural resources, ecological concern, inflation, and urban growth. (A)
	To assess the influences of the family economic situation on housing choices.	Refer to the family life stages. Have students determine the financial strains associated with the different stages and their influence on housing. (I)
	To examine psychological influences on housing.	In examining "privacy," have students determine what constitutes privacy at different life stages. What are the effects of crowding? What effects do co-op, condo or multi-family housing (i.e., rooming houses) have on families? What impression do these housing units give? (I)
	To discover that all individuals have personal space or privacy needs which must be met in environmental planning.	Have students experience the concept of "space bubbles." Have a student walk slowly towards his or her partner until the student gets too close for the partner's comfort. Discuss the concept of space bubbles. (B)
		Have students write ten statements which would identify their own personal space needs. (I)
		Have students compare different cultures in terms of how they regard privacy or use space. (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		Have students determine how you would achieve a sense of privacy in a rooming house or in a large family. (A)
	To recognize housing conditions which tend to have an effect on the development and well-being of individuals. . personal space requirements for rest and recreation . temperature . humidity . noise . odors . sanitation . ventilation . freedom from hazards both human and environmental	Have students predict the effects on the well-being of families and individuals when needs and values are not met by housing. (B) Have them consider such examples as: . a sister and brother sharing a room when they both want their own bedrooms . a young family crammed into an apartment . a family of five including three teenagers with only one bathroom . teenagers who must entertain friends along with the rest of the family in the living room . an aspiring chef who has inadequate kitchen lighting . a creative individual who has no space anywhere to practice skills . an individual living alone in an apartment and smelling the neighbour's dinner cooking . a young parent at home with an infant on continuously hot summer days with no air conditioning Students will decide the things about a home environment that they consider important and satisfying and rank them in order of importance. (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
	To identify the kinds of messages which people consciously or unconsciously receive from the physical environments in which they live.	Have students brainstorm words to describe their feelings about the environment of the classroom. Have them contrast this environment to their own living rooms at home. Use other examples such as: a doctor's office, the principal's office, a hotel lobby, or a restaurant. (I) Have students individually write the behaviour expected of people in a variety of settings (doctor's waiting room, airport terminal, elevator, cafeteria, funeral home, elementary and high school, library, swimming pool, etc.). Have them discuss their feelings and reactions when people behave differently than expected in these settings. (I) Have students investigate the effects an environment has on the behaviour of those in it and report on one environment. (A) Have students experiment by behaving in unconventional ways, such as, standing in an elevator with their backs to the door and noting people's reactions. (A)
4. Environmental Strategies in a Changing Society Exploitation of the environment through past and present lifestyles has resulted in misuse of non-renewable resources.	To demonstrate ways in which people's lifestyles and values have contributed, over time, to the current problems in the natural environment.	Compile a folder of topical articles and newspaper clippings related to the domestic misuse of non-renewable resources--such as increasing energy demands, overuse of land and water, air pollution, water and waste disposal--and have students react to them. (I) Invite a panel of guest speakers from environmental protection groups. (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		Have students create an environmental checklist to determine the extent to which renewable and non-renewable resources are used and improved in their homes. (I) Have students research the effect of a disposable society on our environment. (A)
It is the collective and individual responsibility of human beings to protect and preserve the natural environment. This can be achieved through careful community planning, controlled land use, and innovative approaches to housing to bring about improvement in a community.	To propose alternative methods and lifestyles that will help preserve the natural balance in the environment.	Plan a garage sale for recycled items that students contribute as recyclable items or donate the items to a worthy cause. (B) Contact the Manitoba Naturalist Society for information on speakers. (I) Have students describe lifestyles and shelter that would preserve the natural balance of the environment in a rural, urban and northern setting. (A) Invite a town planner to describe creative approaches to meeting shelter needs. (A)
	To determine the factors affecting the approaches used in planning a community.	Have students visit a new housing development, obtain a plan and evaluate it. What were the factors used in planning? (A) Take students on a tour around developments designed according to these patterns and have them appraise the results. (I) Have students collect information about public housing from Manitoba Housing and Renewal Corporation, Co-op Housing Association or Condominium Groups. (A)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
	To <u>appraise</u> the advantages and disadvantages of community planning.	Discuss a community that has grown without any thought to the overall plan. Have students discuss the cost and inconvenience resulting from haphazard growth. (I) Have students write Pinawa, Thompson, Leaf Rapids and other communities to discover their approach to town planning. (A)
	To <u>recognize</u> the use of legal limitations on land use and effect on the well-being of individuals and the supply of housing.	Visit community council with students to gain insights into zoning procedures. Have them obtain information about land banking and appropriation procedures from the provincial government and the Manitoba Housing and Renewal Corporation. (A)
	To <u>plan</u> a course of action to redress government decision in land-use issues.	Have students follow the activities of a resident advisory group that is taking action against a change in land use in their community. (A)
	To <u>determine</u> the current impact of housing on resource depletion and environmental degradation.	Have students gather information from a variety of sources (real estate companies, builders, government agencies, architects, city planners, community residents) to determine existing housing problems. (A)
	To <u>collect</u> information on innovative approaches to housing, remodelling and recycling.	Have students prepare a bulletin board with pictures, newspaper articles, sketches and other information on various methods of meeting shelter needs; i.e., co-operatives, condominiums, urban renewal. (A)

III. MAJOR CONCEPT: Factors Affecting Family and Lifestyle

MAJOR OBJECTIVES: To appraise the clothing, textile and housing needs of the family and individual as they influence lifestyle
To recognize clothing, textile and housing factors as they influence the quality of life of families and individuals

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
A. CLOTHING AND TEXTILE NEEDS		
1. Family Composition and Size		
The life stages from infancy to old age affect the types and amounts of clothing and household textile products that individuals consider essential, appropriate and desirable.	To compare clothing needs at various life stages such as infancy, preschool, school age, teenage, college, career, middle, senior, pregnancy.	Have students outline the life stages of the family and discuss clothing needs at the various stages. (B)
		Have students select one of the age groups and design a garment, including a suitable fabric. Have them describe why it meets the needs of the intended age group. (A)
	To evaluate the marketplace in terms of its ability to meet the physical and psychological needs of all individuals.	From catalogues have students clip illustrations of clothing for different age groups. (B)
		Have students analyze the clothing in terms of whether they meet the needs of the advertised age group. (I)
		Discuss the popularity of designer labels on children's clothing. Who are they aimed at? Discuss the popularity of "super heroes" on children's clothes; i.e., Roots. (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		Discuss the popularity and growth of specialty stores or specialty areas in department stores that cater to specific age groups and needs: maternity, children, oversize, petites, teenage, career, middle aged, aged. (I) Have students interview buyers or store managers for information on how much consideration is given for the needs at various life stages. (A)
2. Needs of the Athlete		
The athlete needs clothing which allows for comfort, safety, and freedom of body movement.	To recognize the particular clothing needs of the athlete.	Have students recognize the purpose of equipment for sports such as hockey or football. (B) Have students collect articles from athletic magazines describing clothing needs. (B) Have students bring in some articles of clothing suitable for various physical activities and examine how they meet the needs of the athlete in the activity. (I) Have students design a garment suitable for an athlete. (A)
3. Needs of the Disabled		
Clothing and textiles are of tremendous significance in the physical, social, and psychological well-being of the disabled.	To identify the physical and psychological needs for the physically disabled that clothing should meet.	Invite a person with a physical disability to class to explain how this disability affects everyday situations. (B)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		Using a collection of clothing items, students could attempt to dress themselves and then undress imitating a physical handicap. Students could provide the following suggestions for meeting the needs of the disabled (I): clothing: . must provide for independence . should be stylish . should conceal the handicap . should provide for physical comfort . should provide for psychological comfort . should provide for safety . should be easy to keep repaired and cleaned Visit or send for information from the Rehabilitation Centre; University of Manitoba, Faculty of Human Ecology; C.N.I.B.; Arthritis Association, Canadian Cancer Society, for suggestions and examples. (A)
	To practice modifying garments suitable for specific physical handicaps.	Students could select a specific disability and bring clothing from home to recycle. (I) Have students research local retailers for availability of ready-to-wear garments for the disabled. Compare the cost to regular garments. (A)
4. Job-Related Clothing Needs		
All jobs dictate the need for appropriate clothing choices.	To identify protection as a job-related clothing need.	Discuss with students the following occupations and their clothing needs (B):

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		. fire fighters, police officers, racing car drivers, astronauts, bee keepers, downhill skiiers, fiy fishermen, hunters, construction workers, sports persons, military personnel, industrial workers, underwater divers, researchers and experimenters with chemicals, radioactive or explosive materials.
	To describe how clothing identifies jobs by use of a uniform.	Have students collect and mount illustrations of people wearing a variety of uniforms. (B) Have students conduct a survey to determine how readily these uniforms serve the purpose of identification. Why is ready identification advantageous to the general public? Why is identification important to the wearer? (I) Students will discuss the implication of dress codes; i.e., "dress for success," school and job. (I)
	To analyze the role of clothing in communicating appropriate messages when on the job.	Using illustrations with the faces blocked out, have students analyze to determine the clothing which is considered appropriate or inappropriate for certain jobs: for example, business executive, teacher, store clerk, clerical worker, day-care worker, social worker, maintenance workers, etc. Discuss why. (B) Invite a guest from the Canadian Employment Center to speak on how clothing communicates messages on the job. (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		Using a job jar, students can pick jobs and, for the next class, wear clothes suitable for the interview. Each student could explain why they chose the particular items. (A) Discuss the significance of a white lab coat for doctors, dentists, lab technicians and scientists. Is this a uniform also? How do other non-medical occupations exploit the message communicated by this clothing: cosmetician, sales representative, hairdresser. (A)
5. Regional and Geographic Influences Individuals wear clothing that is related to the geographic location and climate in which they live.	To compare clothing needs of individuals who live in different parts of Canada and the world.	Discuss personal experiences of clothing needs in different locations; i.e., students who have vacationed outside of Canada or moved to Canada or discuss dress as seen on various television shows. (B) Have students compare yearly weather patterns for numerous parts of Canada; e.g., coastal BC, prairies, Great Lakes region, coastal Maritimes, or other countries. Based on these year-round differences, students could predict how their clothing needs and buying habits would be different if they lived in a different geographic location. (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
	To discover that regional differences result in different lifestyles and, therefore, to different clothing needs and habits.	Have students compare rural to urban spending patterns. Is it feasible that individuals who live and work in large cities spend twice as much on clothing as individuals who live and work in rural areas. Why? (I) Have students compare "west coast" lifestyle to "east coast" or big city (Toronto or Montreal) to smaller city (Winnipeg or Regina) in terms of fashion. (A)
6. Special Textiles for School, Industry, Home and Recreation		
Textile research is continuously underway to design new products to fit specific needs and uses.	To explore new ways fibres and fabrics are being used.	Have students read newspaper articles on new trends, show samples or find articles on textiles from a magazine or newspaper to share with class (B): . portable, collapsible bridge made of woven fabric used by military . inflatable field hospital for army . fabric domes for stadiums, theatres, recreational facilities, restaurants . conveyor belts of cotton and nylon to transport people . disposable linens and operating gowns in hospitals . bullet- and knife-proof police vests of a light-weight fibre . nylon "whale" to suck up oil spills from ocean . fabric paper that can be used underwater by divers

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		. fabric bags on smokestacks to collect dust and combat pollution . in space-suits, space stations, shuttle . medical use--arteries, implants . football turfs . heat sensitive fabrics and colours
B. Special Living and Working Environments		
1. Lifestages		
At different stages of life, people have different housing needs.	To recognize stages of life through which all people proceed and the relationship of these stages to housing needs.	Have students view current television programs and describe the family situation that influences housing choices. (B) Have students determine the housing needs and values at various stages of human development including the housing needs that most people share. (I) Have students interview an older couple or any family and discuss: where they lived when first married; during the family years; feelings at the launching stage; where they live now; where they project they might live; and where they would live if they could have altered their life. (I) Have students create a fictional couple and work through various situations and stages. Work out various problems, such as the loss of a job, pregnancy, and moving. This can be done individually or in groups. (A)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES

2. Day Care and Child Care

Small children have particular housing needs which should not be ignored.

To discover the unique housing needs of children.

Have students interview parents to find out what alterations have been made or should be made to their houses to make them better for their children. (B)

Have students refer to past or current articles in consumer magazines which have investigated children's furnishings and toys. Contact the Canadian Standards Association for information concerning facilities. (I)

Have students interview teachers or child care workers in elementary schools or day care facilities on furnishing and space requirements for children. (I)

Plan a field trip to a children's furniture department or elementary school classroom. Have students write a report on the furniture, taking into consideration the particular needs of children; i.e., safety, comfort, height, size, toxicity. (A)

To suggest ways to help individuals and families meet these special needs.

Provide (B) or have students devise (I) a home safety checklist with children in mind. Have students complete this checklist in their own homes or in a common facility; i.e., Home Economics food lab.

Ask permission of a local day care to use the safety checklist and to have students report on the facilities and equipment where available. Observe the children as they move about the facility and make use of the available equipment. (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		Have students obtain a copy of the regulations governing the operations of a day-care centre. Also, have them obtain a copy of the guidelines for parents to use when selecting day care for their children. What changes would have to be made in your home to meet these standards? (A)
3. Handicapped and Elderly		
As time continues, people with special needs such as the handicapped and elderly will make up a larger and larger percentage of the community.	To examine the housing needs of individuals with particular physical difficulties.	View a video on how individuals with physical difficulties cope with everyday situations. (B) Have students perform a simple household task such as food preparation while in a wheelchair, while blindfolded, when having the use of only one arm or while using a walking cane or crutches. (B) Discuss why declining senses are potentially dangerous. (B) Invite a guest speaker from a senior citizens home, nursing home or V.O.N. to share ideas about particular problems of the elderly and suitable housing for the elderly (I): . decline in the sense of sight . decrease in sound perception . decline in sense of smell . decrease in sense of touch . limited mobility . consciousness of drafts or inadequate heat

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		Arrange a visit to a housing unit designed for the elderly. If available, obtain information regarding the standards set up by the National Housing Act for the development of such facilities. (I) Have students analyze a private home in terms of accessibility to and the comfort of the physically disabled person. (I) Have students select one room of the house and describe modifications which could be made to make it more suitable to the elderly or physically disabled (A): . furniture with wheels . elevators or ramps . elevating chairs and beds . grab rails in bathroom
4. Working Places and Work Areas More and more people such as dentists, computer operators, and factory workers in confined areas or isolated work situations.	To examine how the work environment affects behavior.	Have students brainstorm factors which affect work environments; i.e., noise, ventilation, lighting, space, furnishings. Have them examine the positive and negative aspects of a variety of occupations. (I) Using a checklist, have them indicate how the environment can be modified to improve working conditions. (A) Have students evaluate the classroom or school in terms of meeting learning and comfort requirements. (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES

C. Choice of Lifestyle

1. Activities, Interests and Occupations

Lifestyle means the pattern by which an individual lives. It is both influenced by and reflected in interests, activities and occupations.

To discover how the lifestyle chosen by an individual or family affects the selection of clothing, household textiles and living environment.

Have students compare several housing options for different lifestyles within the students' own community. (I)

Have students analyze a case study of a particular lifestyle. Have them identify employment, community, climate, social influences and activities as well as costs. Have them use the data to identify how an individual's lifestyle affects selection of clothing and fabrics. (A)

To compare products and services in terms of time, money, energy and skills required.

Have students examine the costs of the following (B):

- purchasing vs sewing a garment
- doing it yourself vs hiring a tradesman
- dry cleaning vs home laundry
- disposable diapers vs diaper service
- buying vs sewing seatcovers
- renting or buying appliances and rug shampooers

Using case studies, have students examine the role that family and individual values play in managing resources. (A)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES

D. Technology

1. Automation in Home and Industry

Automation and computerization are important forces causing changes in the clothing, textile and housing industries.

To gather information describing current technology affecting the clothing, textile and housing industries.

Plan a field trip to museums or view a video that illustrate the latest technology or future trends. (B)

Plan a field trip or view a video to a local factory to see new technology. (B)

Collect articles and share them with the class (I):

- laser beams to cut garments
- computer weaving and knitting, grading, marking, and pattern making
- computerized electronic cash register
- robotics
- computerized and programmed appliances

Have students discuss futuristic movies and how plausible the ideas are in them. (B)

Contact one of the universities for current information on technological advancements. (A)

2. Modular and Prefabrication in Clothing and Housing

Modular and prefabricated products have made items less costly and accessible to more people.

To examine recent developments in modular and pre-fab products.

Plan a field trip to a local lumber or home hardware company or use a catalogue to examine products which are partially assembled, such as moldings for cupboards. (B)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES

Have students compare the pros and cons of pre-pleated or quilted fabrics, craft kits, pre-fab interfacing for men's suits, and home decorating products such as lampshades, blinds. (I)

Contact a buil$ing construction class or company for information and diagrams on pre-fab housing. (I)

Have students discuss advantages and disadvantages of modular housing units; i.e., portable classrooms, mobile homes, portable medical units. (A)

IV. MAJOR TOPIC: Consumer Aspects of Clothing and Textiles

MAJOR OBJECTIVE: To apply consumer knowledge when selecting textiles and clothing for the family

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
A. Consumer Decision Making		
1. Decision-Making Process		
Becoming a good consumer involves knowing yourself, your available resources, what you want, and the technique of wise decision making.	To identify the decision-making process.	Describe the steps of the decision-making process (B): 1. State the problem. 2. List possible alternatives. 3. Consider alternatives and their consequences. 4. Weigh values, needs, resources. 5. Make the decision, and act on it. 6. Evaluate the choice.
B. Management of Resources		
A resource is anything human or environmental that you can call upon to help you reach a goal.		
1. Financial Resources		
The percentage of the family income which can be assigned to clothing purchases depends upon many factors: . the number of family members and their ages . where you live	To discover the average percentage of income budgeted for clothing purchases.	Have students list various jobs and identify the clothing needs for each. (B) Then, have them rank the needs according to costs. (I) Have students research factual information such as the amount of clothing dollars allowed under social assistance. (I) Have students use a catalogue to choose a wardrobe for a student with a contemporary lifestyle. (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
. other family financial commitments . values and goals of family members as they relate to assigning income	To analyze the effect of changing socio-economic level on the amount of income budgeted for clothing.	Compile a list of questions for an interview. Have students then interview a young executive on spending habits. Include questions on how spending patterns change from the school years to the beginning of his or her career to the present. Ask the person interviewed to predict if and how these spending patterns might change with marriage and/or family additions. (A)
	To practice budgeting to meet family needs.	Using the decision-making process, have students solve budgeting problems for hypothetical families. Have them brainstorm ways to reduce clothing and textile costs. (I)
2. Time and Energy Obtaining clothing and textiles for the family, whether selecting and purchasing it ready made or making it yourself, requires time and energy.	To analyze alternatives in terms of time and energy costs for meeting the clothing and textile needs of the family.	Provide students with case studies involving different individuals and families. Have them determine the time and energy resources available to the family and apply these to their ability to obtain clothing. (A)
3. Creative Ability and Personal Skills Creativity is a valuable resource that adds interest and excitement to life. Personal skills, whether they grow out of inborn aptitudes or from a sheer desire to learn, are invaluable human resources.	To discuss critically the significance of creativity and ability to master skills as personal or family resource.	Have students bring a garment or textile item to class which is no longer being used by the family. Have them toss the articles into a grab bag. Students will pull the items one by one from the bag and brainstorm ways to make the unuseable item useable again. (B)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		Discuss the crafts native to certain countries. Have students "Show and Tell" a family craft. (B) Discuss the personal and financial aspects of being creative or possessing certain skills. (I)
4. Community and Environmental Resources Anything around you which helps you reach a goal is an environmental resource.	To identify what comprises community and environmental resources.	Using a "Community Map," have students locate resources within their own community; i.e., use the Yellow Pages to discover variety of resources. (B) Have students plan an ideal community. (I) Invite a guest speaker in to evaluate an "ideal" community. (A)
5. Technology Science has advanced so rapidly in recent years that there is a variety and an abundance of new products available to the consumer.	To evaluate the significance of modern technology on the clothing and textile industry.	Show (B) and compare (I) past and present products in terms of: 1. fibres and fabrics 2. closures 3. automatic vs hand sewing 4. mass production techniques Have students visit a theatre and interview the costume designer or director. What precautions must be taken to insure that the costumes are as authentic as possible? (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		Have students visit a costume museum and inspect the construction of a garment made twenty or more years ago. Then have them compare it to a modern version. (I) Have students interview senior citizens or research information (A) to determine the techniques by which clothing and textiles were obtained for the family fifty years ago.
	To predict the viability and usefulness of the most current technological advancements in the home.	Plan a visit to a factory to compare mass production methods with home sewing.
6. Fibres and Fabrics A knowledge of fibres, yearns, fabric construction and finishing processes helps one to understand how textiles are used and will assist the consumer in caring for the textile and predicting its performance.		Using magazine illustrations, have students identify three textile products in each picture. (B) With each textile product, students should give two characteristics that the product should possess in order to be successful. Then have them list ten characteristics and indicate whether they result from fibre content, fabric construction or finish. (I) Have students compare a home sewn product with a purchased product. Have them discuss the pros and cons of each and identify qualities of a garment that make it appear purchased rather than home sewn. (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
. Fiber classification		
Knowing the properties of individual fibres helps one to understand why certain natural, semi-synthetic, or synthetic fibres are used alone or in blends to produce a fibre suitable for the intended use.	To identify fibres according to their source.	Have students examine and identify different fibres and their sources. (B) Students could examine fabric swatches and speculate upon the process from fibre to fabric. (I)
	To describe fibres in terms of their characteristics.	Have students mount swatches of fabric (cotton, linen, wool, silk, rayon or blends of natural and man-made fibres) on separate sheets of paper. Then have then mount a picture of a dress, suit, or coat beside the swatch and tell why they think this fabric would lend itself well to this particular design. (B, I, A, dependent on level of difficulty)
	To compare fibre properties as they relate to textile use.	Have students select swatches of four natural fibres and four different man-made fibres and do some sample tests. Have them describe and compare each as to: source, basic production, microscopic appearance, general properties, length, elasticity, absorbency, durability, flammability, unique features. (I)
	To predict performance characteristics of products made with fibre blends.	Predict performance characteristics on a fibre blend and then perform tests on fabric samples; i.e., cotton, polyester, cotton/polyester blend. Include absorbency and wrinkle tests. (I) Give students three unknown swatches. Have them perform tests and predict fabric suitability and fibre content. (A)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
. Yarn and Fabric Construction		
Yarn contributes to the end use of a textile product.	To discover methods of yarn and fabric construction.	Have students untwist samples of plain and novelty yarns, then, mount and label them. Have them assemble swatches of material constructed using a variety of yarns. (B)
	To identify characteristics of yarns that affect performance and appearance of fabrics.	Using sample swatches of fabrics, have students demonstrate through tests how construction methods of both the yarn and the fabric are related to appearance, hang, strength, abrasion resistancy, dimensional stability, transparency and suitability for further decorative effects. (I)
. Fabric Construction		
Fabric construction contributes to the end use of a textile product.	To identify methods of fabric construction that affect performance and appearance of fabrics.	Discuss how the use of different yarns with the same weaving technique results in different textures. Have students make their own fabric or examine samples of fabric. (B)
	To discover how the methods by which yarns and fabrics are produced affect the use and care of the textile.	Have students examine three different products made with the same fibre but different construction techniques; i.e., knitted, woven. Have them identify similar characteristics the products might have and note what contributes to the similarities and what accounts for the differences in the end use; i.e., cotton--dish towel jeans, underwear. (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
. Fabric Finishes		
Finishes are processes applied to the fibre or fabric to improve appearance, serviceability and care.	To recognize and compare aesthetic finishes.	Have students recognize categories of aesthetic finishes. (B) Have students compare and contrast samples illustrating aesthetic finishes. (I) Examine samples for process of colouration (piece dyed, yarn dyed, print, etc.) and predict durability of these finishes. (A)
	To list functional finishes added to fabric to improve its performance.	Have students conduct experiments to determine the usefulness of functional finishes; e.g., treat fabric with a water repellency spray, immerse fabric in a solution which will render it fire retardant. (B)
. Care of Fabrics		
Care of textiles depends on knowledge of fibre content, fabric construction, finishes and care-labelling information; storage; equipment, services and products available.	To describe how textile care is dependent upon fibre content, construction and finishes.	Have students discuss mistakes that they have made in caring for their clothes that have cost both money and inconvenience. (B)
	To identify methods and products that may be used at home for cleaning textiles.	Have students demonstrate how to remove stains from common fabrics. (B) Arrange a field trip to a dry cleaning establishment. (B) Have students compare the price and effectiveness of club soda vs several commercial stain removers. (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		Have students arrange a bulletin board displaying swatches of fabric of different fibre content, fabric construction, and surface finishes. Have them label them accordingly and describe the care required of each. (I) Have students make a garment label for their own project or for an illustration. (I) Have students compare silk fabric with washable silk fabrics. What is the differences aesthetically, price wise, comfort, etc. (A)
7. <u>The Marketplace</u> Marketing is a process in which people are organized to determine and fulfill the market need. . <u>Comparative Shopping</u> The marketplace provides consumers with countless goods and services from which to choose. It is up to each individual consumer to discover and select according to his or her own personal needs.	To <u>practice</u> comparative shopping.	In a class discussion, have students determine the range of retail services from which to choose; e.g., department store, mail order, specialty, second hand, manufacturer's outlet, discount. (B) Have students compare several stores according to the following: (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		1. pricing and quality 2. degree of "fashion" 3. services offered 4. cleanliness and attractiveness 5. parking or public transit accessibility 6. other characteristics of importance to individuals Compare and discuss the results as a class.
	To evaluate comparative shopping as it relates to the decision-making process.	Have students conduct shopping comparisons on clothing or textile products. Have them summarize findings and recommend the best buy. Then have them compare this article to one homemade. This project could be either done as a field trip or as a classroom case study with examples brought in. (I) Review the decision-making process. Have students discuss how values and attitudes are involved in comparative shopping. Have them list and debate the advantages and drawbacks involved. (A)
C. Consumer Protection The Government of Canada provides consumer protection, consumer standards and consumer information through legislation and agencies.		

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
1. Legislation		
Consumers are protected through various legislative acts pertaining to textile and fur products. These provisions provide for accurate labelling and protection from the use of dangerously flammable fabrics.	To identify legislation for consumer protection.	Have students identify care-labelling legislation. Play a care-labelling bingo game. (B) Have students study government pamphlets and bulletins on textile legislation and view films or filmstrips on textile legislation if available. (I)
	To analyze the information available to the consumer in order that he or she will seek knowledge on which to base a decision.	Have students evaluate labels from textile products in relation to information required by government legislation. (I) Have students create a "designer label" that includes a logo and meets all government regulations. (I) Given a case study, have students select the appropriate agency and write a letter of concern. (A)
2. Consumer Agencies		
Non-government groups provide consumer information and counsel and bring the views of the consumer to the attention of governments, trade and industry.	To identify non-government groups that provide information and counsel for the consumer.	Have students contact non-government groups in their community. List services provided by each; i.e., Better Business Bureau, Canadian Standards Association, Public Service Television and Shows. (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
3. Consumer Responsibilities		
The consumer has rights and responsibilities for quality, maintenance and improvement in clothing and fabrics provided by manufacturing and retailing outlets.	To apply consumer information to the process of selecting fabric products in order to become a more effective consumer and citizen.	Have students describe circumstances that may lead to the returning of articles. Role play good and poor methods of returning a purchase. Research local stores for their return policies. (B) Have students discuss how to plan a purchase to avoid a return. (B) Have students examine ads aimed at the youth market: (I) . identify "specials" . note misleading or deceptive advertising practices . identify emotional or factual appeal . compare cost of imported and locally purchased products . examine contract conditions "Buyer Beware"--Have students investigate what this means for them as a consumer. (A)
4. The consumer has a responsibility to communicate individual and general concerns on consumer issues to bring about positive change.	To recognize issues that require consumer action.	Have students clip articles about consumer problems. (I) Have them pinpoint the issue, sources of help, and action that will lead to mutual satisfaction of all parties involved; e.g., flame retardant garments. (A)
	To organize and initiate action which will produce desired consumer goals.	Have students view videos of current television programs on consumer issues. Have them react to the issue presented. (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		Have students form groups, each group representing one party that might be involved in an action (manufacturer, retailer, citizen's group, government agency, newspaper). Then select an issue and have each group research its stand, policy or reaction. Have these groups get together to role play the resolution of their problem. (A)
D. Consumer Motivation Related to Marketing Practices Every step of the marketing process--design, production, distribution, and promotion--is geared to meeting consumer demand. It is the primary endeavor of marketing to provide a product that consumers will buy.		
1. Consumer Behaviour In order for the marketing process to be effective in stimulating consumer buying, businesses must first understand people and their buying motivation.	To recognize the steps involved in marketing a product.	Have students trace the marketing path of a designated product from creation to consumer use. (A)
	To determine the factors influencing consumer buying motivation.	Select various products. Have students brainstorm reasons people would purchase the item. Discuss reasons that people buy; i.e., emotional vs rational decisions. (I)
	To determine the power of the consumer.	Debate: Who makes the fashions--producers, retailers or consumers? (A)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
2. Advertising and Packaging and Sales Promotion		
Advertisements use various techniques of emotional persuasion which appeal to the consumers' basic needs and values.	To evaluate advertisements in terms of their appeal.	Students will collect advertisements from newspapers and magazines. They should underline in red all the advertising appeals which are emotionally based and use black to identify information that is rationally based. Have them write down the needs and values the ad appeals to such as the need for (I): . individuality . romance . recognition . acceptability . status . career, etc. Ask them to identify what words convey these messages? Have students design an advertisement that fulfills a specific need. (B) Discuss "Advertising is used not to sell a particular product directly but to sell an idea that fulfills a need" (from Individuality in Clothing Selection and Personal Appearance, page 496). (I) Have students debate: "Advertising is necessary to the economy." (A)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
	To identify various media used in sales promotion.	Have students brainstorm media used in advertising. (B)
	To analyze why particular media are used to advertise specific products.	List various products and have students identify the types of media used and predict why they are effective; i.e., local vs national advertising. (I) Have students create a product and develop a suitable advertising campaign for a specific target market. (I) Have students investigate the costs of advertising through various media (flyers, newspapers, television guide, radio). What method would be recommended for various products? (A)

V. MAJOR TOPIC: Consumer Aspects of Housing

MAJOR OBJECTIVE: To apply consumer knowledge when analyzing and evaluating living and working environments

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
A. Consumer Decision Making		
1. Decision-Making Process		
Same as IV A.	To review the decision-making process.	Have students review the decision-making process. (B)
B. Housing Options		
1. Types of Housing		
A variety of housing forms has evolved to meet housing needs.	To identify the various forms of housing available.	Have students participate in a walking tour of the neighbourhood. Identify the various forms of housing and locate them on a map. (B) 1. Single-family dwelling . bungalow . split level . two storey . mobile 2. Multi-family dwelling . apartments - high rise - low rise - garden . town houses . duplex or multi-plex Have students write a report on the range of housing available in the community. (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
	To compare the characteristics of a variety of forms of housing.	Using a variety of floor plans (apartments, townhouses, single-detached homes), have students examine both space arrangement and available facilities and match suitable families to the plans. Have them be sure to take into consideration space outside the home as well. (A)
2. Ownership/Rental		
Families with different values and goals can meet shelter needs through rental or ownership of housing.	To distinguish the advantages and disadvantages of renting and buying shelter.	Visit apartment display suites or other rental accommodation. Have students discuss the advantages and disadvantages of apartment living. (B) Have students interview apartment dwellers for their views. Have students determine whether they choose to rent rather than own a home and, if so, why. (I) Have students interview builders or use housing magazines for information on current popular housing forms. (I)
	To analyze the rights and responsibilities of landlords and tenants with respect to rental housing.	Have students examine a standard lease and investigate the conditions of rental that might affect the lease. (B) Invite a speaker from the Office of the Rentalsman or view a film to explain landlord and tenant rights and responsibilities and the Rent Control Act. (B)
	To analyze the extent of financial and legal obligations related to home ownership.	Visit a real estate agent or have students contact a recent home buyer to outline the procedure for purchasing a home. (Consider down payment, title search, lawyer's fee, mortgage payments.) (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
	To appraise the social and economic responsibilities related to home ownership.	Have students interview a recent home purchaser to describe the unforeseen expenditures of time, energy and money. (I)
	To appraise the social and economic responsibilities related to condominiums and housing co-operatives.	Discuss condominium and co-operative ownership. (I) Invite residents of a condominium or co-operative to explain their style of housing. (I)
3. Future Alternative for Housing		
Changes in technological and social environments are reflected in shelter.	To examine possible options for future housing.	Have students use magazines, newspapers, or architectural and city planning journals to research new technologies which could affect the future of housing. (A) or Have them write letters to large corporations asking for research information on current developments which have implications for families of the near future (A): . alternate fuel forms . solar heat or satellite power . alternate building materials . computerization . community plans for expanding population and use of decreased natural resources . housing underground . housing underwater . ecological control

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		Have students interview builders for their views on future housing and discuss what changes are already taking place. (A)
	To predict possible options for future housing.	Have students describe in report form a day in the life of a family in the year 2000. Have them list the housing features that might be available in the future and illustrate them. (I)
		Discuss: "Who would want a house to last 500 years?" (A)
		Have students design a future home intended to accommodate two adults and three children. Have them describe its appearance, its interior features, and the materials of which it has been constructed. (A)
C. Management of Resources		
1. Financial Resources		
Money for housing is used to buy or rent a place in which to live as well as to provide furnishings, equipment, utilities and repairs.	To locate sources of information on available housing in a given location.	Have students brainstorm and list all the sources of information about housing known to the group. (B)
		Have them make a listing of resource people, agencies and publications using available information. (A)
	To investigate current costs of housing in relation to incomes required to meet them.	Have students analyze housing advertisements and explain differences in costs, desirability of location, resources required and other characteristics. (B)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		Have students interview bank managers or real estate agents. (I)
	To discover expenses related to housing.	Students can interview homeowners and renters to discover where housing money is spent. Have them determine how much of total income is spent on housing-related needs: utilities, insurance, property taxes, home maintenance and repairs, replacement or new furnishings, home decoration, damage deposit. (I)
		Contact banks to obtain information on examples of housing expenses. (I)
	To make comparisons and draw conclusions regarding household expenditures and their relationship to income and lifestyle.	Present sample case studies and budgets for three or four families with different incomes and lifestyles. Have students compare the amount of money and percentage of total income spent on the essentials of living. Have them draw conclusions about the effect of different amounts of money on family spending habits. (I)
		Discuss ways that a family can reduce household expenditures and thus allow for more saving or recreational spending. (I) How do values influence the decisions made? (A)
2. Time and Energy		
Maximizing available time and energy can add greatly to the liveability, convenience and value of the home.	To identify ways families and individuals can use their available time and energy to improve the home environment and conserve other limited resources as well.	Have students brainstorm household activities which require both time and energy. Have them suggest ways in which these resources might influence others such as financial or environmental resources. (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
	To discover how resources may be interrelated and interchanged to maximize their potential.	Discuss how other resources might be combined to assist individuals and families with limited time and energy such as sharing household chores, hiring a housekeeper, purchasing a dishwasher. (A)
3. Community Resources		
Community resources can aid with the care and upkeep of the home as well as provide a desirable living environment.	To discover resources available in the community.	Have students go walking on a field trip to find all the available community resources that are located within a walking radius of their home. Have them prepare a community map. (B) Have them write a report on how these resources--libraries, parks, special skill classes, hospitals, medical and dental clinics, fire and police stations, shopping centres, grocery stores, recreational facilities, rental shops, churches, pools and schools--might improve the quality of life for community residents. (I) Students could work in groups planning new housing communities. Include in these plans facilities that are important to all residents. (A) Have students plan the ideal community for a specific case study. (I)
	To compare the community resources available in a variety of geographic settings.	Have students research information from the Canadian Chamber of Commerce and compare two communities or two areas of the same community to determine their character, services and facilities. (A)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		Guest speaker: Invite a city or town planner to class to speak or manage a field trip to town planning department or view film if one is available.
4. Environmental Resources		
To make the most of a housing location, consideration must be given to the existing physical conditions.	To discuss the physical factors affecting life in a variety of settings.	In groups, have students consider the advantages and disadvantages of living in any of the following (B): . rural, urban or northern Manitoba . the Maritimes . west coast . tropical USA, Hawaii, Bahamas . on the ocean shoreline . in the desert
	To plan ways to live in harmony with nature.	Have students collect current newspaper articles or use National Geographic to determine the destructive effects on human lives of changing wweather patterns. (B) Have students interview local builders or landscape gardeners. What building specifications exist in order to cope with extreme weather changes in Manitoba? What plants are used which will survive these extreme changes? How might landscaping be used to protect the home? (I) Have students research how people living in the areas defined above have learned to adapt to the environment. (A)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
5. Technological Resources		
Modern housing construction and the conveniences of everyday life are the result of technological advances in new products and techniques.	To analyze the types of design, variation of materials and methods of construction prevalent in the housing industry.	Have students visit housing products departments in a variety of stores to become familiar with housing materials. (B) Have students visit a variety of housing developments to determine the variations in housing design. (B) Have them visit a construction site and obtain information about modern housing construction. (B)
	To evaluate the significance of technology in making family life more convenient and comfortable.	Have students go room to room in their own homes. With a notepad and pen in hand, have them write down everything in their homes that is the result of a technological advancement. Describe life without these products. (I) Plan a field trip to a department store or a home builders' show to see the latest in technological advances for the home. (I) Have students interview a senior citizen on the differences in family life from their childhood to the present day. (I) Have students make predictions of innovations for the future home. (A)

VI. MAJOR TOPIC: Creativity and Design

MAJOR OBJECTIVE: To analyze the creative procedures in design

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
A. Individual Perception of Design		
1. Sources of Design		
Design provides a visual experience which is the result of the selection or combination of components inspired by nature, history, culture, social and political changes and technology.	To discover the different sources of design.	Have students bring in a collection of illustrations and categorize the designs as to their source such as nature, history, technology. (I)
	To assess the influence of technology and nature in the design of homes and objects used to beautify the home and body.	Bring in slides, pictures, or objects such as fern, fungus growth, bark, etc. Have students find designs, either real or illustrated, that were inspired by these objects. (B)
		Have students create their own designs from objects found in nature or from their own conception of "high tech" design. (I) Adapt the design for a textile for a particular use. (A)
	To analyze the influence of the past in the evolution of modern homes, architecture, and dress.	Have students select several current fashions and examine their origins through history; (fashion cycle). (B)
		Have students select a period in history and describe the fashions and home designs which were typical of this period. Have them tour the community or examine reference books to find examples of period designs and modern designs inspired by those of the period being examined. (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		Have students trace an article of clothing from its origin to the present day and note changes in shape, color and use. (A)
		Select several cultures which are part of the Canadian cultural mosaic. Have students present a pictoral essay of the fashions and designs evident in these cultures. (I)
		Discuss the influence of these cultures on society's concept of design. (A)
	To examine the influence of culture on design.	Collect an assortment of fabrics. Have students discover the cultural origin of the fabric's design by researching its meaning, history, or origin. (I)
	To generalize the effects of social and political changes on attitudes towards design.	Have students develop a bulletin board which illustrates fashion changes. At each point where abrupt changes appear, have them analyze reasons for the changes--wars, depressions, attitudes towards women, improvements in communication and transportation, increase in mobility, migration patterns within a region. (A)
	To trace the influence of technology on design in recent history.	Select several recent technological advOncements (of the current century). Have students analyze their influence on design; e.g., new office equipment and computers have affected the arrangement of space. Choices might include: (A)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES

. space and travel
. the sewing machine/serger overlock
. synthetic fibres
. non-woven textiles
. disposables
. hazardous products

2. Fundamentals of Design

Understanding the principles and elements of design enables individuals to select fabrics and designs that will enhance their appearance and/or environment.

The elements of design are the tools of design. The principles are the rules for using the elements. The elements and principles can be used to create illusions that affect appearance.

. Elements of Design

The elements of design are essential in creating any form of art and are interrelated in the application of certain principles of design.

To identify design elements and select examples of their application--

. form and shape
. line
. texture
. color
. space and pattern

Have students find illustrations in magazines to show pleasing shapes of items in the homes--tableware, lamps, vases. (B)

Have students analyze the design elements in a variety of objects. (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES

Discuss basic forms of current fashion--wedge, hour glass, natural body--and analyze as to the elements form, shape and line. (I)

Using newsprint and graphite, have students make different rubbings from textured surfaces in the school. Have them combine them into a wall collage. (B) Have students duplicate the texture by any means and discuss the resulting visual or tactile effect. Have them explain the use of this texture in the home or in apparel. (I)

Have students find illustrations representing the characteristics of lines described by a variety of words (e.g., wavy, scalloped, zig-zag, vertical, horizontal, diagonal, thick, thin, smooth, fuzzy, long, short, dainty, bold). (B) Have them describe the feelings associated with these types of lines. (I)

Using line, have students design a garment or find illustrations of one that would accent attributes or camouflage figure problems. (I)

Have students find examples of colors that could be used for the walls in: a large sunny room; a large, dark living room; a small sunny bedroom; a small dark bedroom. (B) Have them explain reasons for their selection of colors. (I)

Have students evaluate designs in terms of their use of space. Discuss space vs pattern and the effect of plain vs print. (A)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		Have students examine the "seasons" theory of color. (I) Discuss with students the psychological effects of color--color in advertising, restaurants, hospitals. (I)
. Principles of Design		
The principles of design are the rules which govern the use of the elements of design.	To recognize how the principles of design are coordinated to create a desired effect: . balance . proportion . emphasis: focal point, rhythm . unity or harmony . variety	Have students describe three ways in which variety might be achieved in an all-over stripe pattern. Have them take three colors and vary the proportion of the colors in several samples, then note the result. (B) Have students select illustrations of a piece of clothing, fabric, furniture grouping, or piece of art. Have them discuss how each principle of design is coordinated to give a feeling of harmony. (B) Have students clip magazine illustrations showing an expression of pleasing rhythm in the arrangement of furnishings and in clothing and fabric design. Have them describe how the harmony has been achieved. (I) Have students clip magazine illustrations in which they feel the principle of emphasis has been well applied. Have them list the items emphasized in their order of importance. (I) Have students clip magazine illustrations which show an example of each type of balance used in a room arrangement, color scheme or design. (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		Have students clip magazine illustrations and explain how harmony has been achieved by means of the application of each of the elements of design. (I) Have students select one element and demonstrate its use with each principle. (A)
3. Practical Application of Design Design principles and elements can be used to create moods and illusions as well as to emphasize desirable parts of rooms, objects or the human body.	To analyze the relationship between design and appearance in making clothing or housing decisions.	Have students assemble a collage titled "I am..." to indicate line, color, design and texture that expresses them. (B) Mount a variety of pictures of clothing and fabric design. Have students identify dominant elements used and discuss how they are combined. (B) Have them describe the effect of these samples on appearance. (I) Have students design a wardrobe, bedroom or kitchen using pictures or illustrations that show design principles in harmonious combinations and that are appropriate for use. (I) Develop some problem-solving situations such as choosing or designing clothes for people with disabilities, scoliosis, arthritis. Have students select a wardrobe for them and describe reasons for choosing each garment. Discuss the wardrobe in class. (A)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		Refer to current color theories; e.g., "Color Me Beautiful." Have students determine their appropriate "season" and thus their colors. (I)
		Have students analyze present wardrobe in terms of this color theory and evaluate the color theory as to its practicality and application. (A)
		Have students perform a complete personal analysis of the designs which are appropriate for their body shapes and coloring. Have them use this information to plan a suitable construction project. (A)
	To <u>select</u> and produce examples of environments which create moods and illusions, which emphasize parts of rooms and objects.	Have students use pictures of garments and/or interiors to evaluate what the designer has used to create the finished look; i.e., color, fabric, texture, size of objects. (A)
		Have students collect illustrations from magazines to show how various moods and illusions are created by furniture and furniture arrangements. (I)

VII. MAJOR TOPIC: Careers in Clothing, Textiles and Housing

MAJOR OBJECTIVE: To recognize the significance of the fashion and housing industry in Canada and the opportunities in these fields

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
A. <u>The Canadian Fashion and Textile Industry</u>		
1. <u>Canadian Fashion and Textile Industry</u>		
The Canadian fashion and textile industry is a highly complex multi-million dollar industry.	To <u>gather data</u> which illustrates that growth in the fashion and textile industry reflects social and economic changes which have taken place in Canada.	Provide information for students so that they can discuss the influence of these factors on the Canadian fashion and textile industries: wars, the depression, synthetic fibres, laser technology, computer technology, the value of the Canadian dollar, imports and exports. (A)
	To <u>examine</u> the marketing process of the fashion and textile industries.	Have students visit a local clothing or textile manufacturer or view a film. Give them (B) or have them devise (I) a flow chart to illustrate the process and people involved in the production and distribution of the finished product. (B)
	To <u>assess</u> the economic importance in Canada of the fashion and textile industries.	Have students re-examine the production and distribution flow chart. Have them identify the potential careers and jobs at each level and predict other occupations which are related and could grow as an offshoot of the industry. (B)
		Have students contact the Manitoba Fashion Institute for Manitoba information. (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
2. Canadian Designers		
Canadian designers are becoming well known to the public.	To investigate the importance of Canadian designers in the local and national fashion scene.	Have students bring current fashion magazines to class. Clip articles from newspapers or magazines such as Canadian Living, Flare, Chatelaine which feature Canadian design talent. (B) Have students brainstorm names of fashion designers and then, determine if they are Canadian, American or European. (I) Invite local independent designers to class. Have students find out about awards, incentives, etc., given to encourage the growth of this industry. Have them discover the training required and schooling available. What are the problems or road blocks facing potential new designers? How are the designs marketed? Are they marketed locally or on a national scale? How is this achieved? (I) Have students write Canadian designers for information on products and services. (I) Have students interview local fashion retailers and manufacturers. Have them determine the percentage of designs and sales that are of Canadian fashion designer origin. (A)
B. Canadian Housing Industry		
House building in Canada today is a major industry. In general, Canadians are well housed in good quality, comfortable homes.	To gather data regarding the size and complexity of the local housing industry.	Have students brainstorm areas of the public and private sector which are housing and building related (I):

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		. Manitoba Home Builders Association . local television programs on home building and repairs . local home builders and designers . local lumber and equipment retailers . Central Mortgage and Housing . local real estate agencies . local architects Take a field trip or have students contact some or any one of these to determine their part in providing homes for Canadians. Have them write a report on their findings. (I)
C. Opportunities in Clothing, Textiles and Housing		
1. Life Work Opportunities and Observations		
The occupations related to clothing, textiles and home furnishings offer a wide variety of career opportunities.	To investigate some of the occupations that exist in the areas of clothing, textiles and housing.	Have students prepare a Career Opportunity Directory listing clothing, textiles and housing occupations in their community (B): . education . sales . extension service . designing . advertising . media . interior design . research . manufacturing . government agencies . self-employment . construction

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
	To <u>determine</u> career opportunities in occupations of particular interest in the community.	Have students set up a "Job Opportunity" bulletin board with advertisements describing clothing-, textiles-, and housing-related jobs. (B) Have students interview people in some of these occupations. (I) Invite a Canada Employment Centre representative or employment or school guidance counsellor to speak to the class on preparing for employment. (B) Have students develop an "Acquired Skills List" of their skills and abilities obtained that are transferable to various jobs. (I)
2. <u>Educational Requirements</u> An understanding of educational requirements and personal qualifications necessary for specific occupations is important in planning a career.	To <u>analyze</u> the requirements for employment in occupations related to clothing, textiles and housing.	Have students select an occupation of personal interest. Have them list courses, extracurricular activities and work experience in which they could now participate to prepare for future employment. (B) Have them interview people employed in this particular occupation. (I) Have students role play an interview for a prospective job. (B)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
3. Work Experience in the Community		
Experiences in the community can assist in the preparation for employment in occupations related to fabric arts and housing.	To observe skills necessary for employment in a specific occupation.	Conduct field trips to businesses for observation purposes. (B)
	To participate in community experiences to learn about available occupations.	Have students plan and implement an activity related to clothing and fabrics or housing and home furnishings to use in the community. (I)
		Have students investigate the community for projects in which the class may become involved: construct smocks for kindergarten, cushions for the library, lap covers for wheelchairs in senior citizens homes, puppets for play areas. (I)
		Have students demonstrate a craft or a skill that could be used as cross-age experience or with a community group. (A)
	To practice the necessary skills for a specific occupation through work experience in the community.	Have students plan and carry out a work experience; e.g., work in a local fabric store, a dry cleaning establishment, a carpet store, drapery store, an upholstery store, a lumber yard or a hardware store. (B)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES

D. Preparing for Lifework

1. Preparing for an Interview

There are several basic steps to take before applying for a position. Preparing yourself with background information about yourself and the position you are applying for will contribute to a successful interview.

To suggest appropriate planning strategies for a job interview.

Have students brainstorm a list of general qualities an employer might look for in a potential employee. (B)

Have students outline the steps one should take in preparation for an interview (I):

- time of the day
- grooming and dress
- obtaining background information about the company and job
- answering techniques

To practice requesting and experiencing job interviews.

Have students check want ads in a local paper. Have them select a job of interest and write a sample letter requesting an interview. Included should be all the information an employer might find interesting and important enough to grant an interview. (B)

Contact the Canada Employment Centre for video tape or other media on interviewing techniques. Have students evaluate situations and review successful steps. (B)

Have students prepare a resumé and cover letter. (I)

Invite a personnel manager to class and role play an interview with him or her in complete detail. Have the class and the manager make notes and offer constructive criticism. (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		Using either a video cassette or audio tape, record students' role playing of an interview. Have them evaluate the performance. (I)
2. Dressing for a Job-Career		
Recent research suggests that appropriate dress is of great importance in communicating favorable impressions to employees and employers.	To evaluate clothing choices in terms of appropriateness for job or career.	Have students cut numerous fashion illustrations from magazines and assess their appropriateness for different jobs. (B) Use employer dress codes as topics for discussion. (I) Have students interview personnel managers for their opinions on dressing for the job. (I) Have a "dress-up day" where students dress appropriately for an interview. (I) Have students interview fashion coordinators for ideas and suggestions of how to put an appropriate career wardrobe together. (I) Design an appropriate wardrobe for a specific career. (A) Have students read current articles pertaining to career dress. (B)
3. Responsibilities of the Employee		
Employers have responsibilities to fulfill in their roles as representatives of their company.	To recognize that employees have certain responsibilities to employers and to the general public.	Invite a store manager to discuss employee theft and its consequences. Obtain a copy of the employee guide from a department store. Have them discuss policies on dress, decorum, sick leave, holidays, benefits, probationary period. (B)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		Have students prepare situations relating to employee responsibilities and loyalties to their employer. Have them discuss the ethics and consequences of the actions. (B)

VIII. MAJOR TOPIC: Practical Application of Creativity and Design

MAJOR OBJECTIVE: To apply knowledge and gain skills and experiences through practical application of creativity and design

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
A. Creative Expression and Experience		
1. Meeting a Personal Need Through Creative Expression		
Personal need for self-expression may be met in the creation of an original object.	To recognize ways in which people can express themselves through a creative project.	Have students assess personal and family interests, talents and resources for crafts to share in class. Have them list skills that could be used or developed into a project. (B) Have students examine illustrations of a variety of crafts. Discuss which ones might give personal satisfaction. (B) Have students interview a local craftsperson on his or her creative talent and need for self-expression. (I) Have students visit a craft store or art show and evaluate the artwork as to the work, time, research and effort involved. (I)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
2. <u>Analyzing the Individual and Family Needs and Resources in Project Selection</u> The project should be selected in relation to personal interests and ability, materials available and the time planned for the project. Analyzing possible choices contributes to personal satisfaction and an appreciation of the craft.	To <u>analyze</u> project choices in relation to needs, time, ability, interests, cost and materials available.	Have students examine pattern books and/or visit museums, stores, home furnishing departments for project ideas. Have them make a list of needs that they have for articles of clothing or furnishings. (B) Have students list a variety of creative projects, then determine the construction techniques in each project. Have them establish the time required and the cost. Have them list skills and resources they have to begin a project. (B) Have students choose a creative project. Have them review minimum construction requirements for specific projects and then compare them to personal skills and the creative project chosen. (I) Assess the students' level of ability by analyzing the "Degree of Difficulty Checklist" (See Appendix A). (B)

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
3. Experience with Material		
Suitable equipment, the knowledge of how to use it, and the coordination of materials are necessary for the successful construction of a project.	To explore various creative techniques in relation to textile projects.	Have students select a project that is within their capabilities and will give them both satisfaction and a new experience. Have them describe what inspired this choice and what will be learned from this activity. (B)
		Have students use guide sheets and additional references for construction details of the project. Have them discuss and choose methods or observe demonstrations. (B)
	To plan and coordinate all materials necessary for a specific project.	Have students prepare samples to develop new skills. (B)
		Have students use the guide sheet to outline a work plan based on time available and the complexity of project(s). (I)
	To construct a suitable project.	Have students use daily lab sheets to keep track of work accomplished. Have them evaluate their progress at the end of five work classes and assess it in terms of time available. (B)
	To analyze various effects of fabric construction on project performance and aesthetic appearance.	Working with different fabric constructions, have students explore the effect on material performance and aesthetic appeal on fabrics that are: (I) . woven--straight grain vs bias . knitted--warp knit vs double knit . non-woven . triaxial and multiaxial

SUBCONCEPTS AND GENERALIZATIONS	OBJECTIVES	SUGGESTED ACTIVITIES
		Have students examine samples or garments and discuss the creative use of fabrics. Have them analyze why the fabric is suitable for certain uses and do performance tests: bubble test, crocking, abrasion, stretch, ravel resistance. (I)
B. Evaluation of Project		
1. Evaluation of Skills Learned		
Self-evaluation of a project will help to assess if predetermined goals as well as personal satisfaction goals have been met.	To determine the qualities of a well-made article.	Have students bring in sample garments or items (ready-made or hand crafted) and evaluate the quality of construction involved. (B)
	To evaluate projects and determine if predetermined goals have been met.	Have students complete the evaluation checklist and compare their skills before and after project completion. (B)
		Have students prepare an evaluation checklist. (I)
	To evaluate students' projects.	Have them compare student self-evaluation and teacher evaluation. (B)

APPENDIX

DEGREE OF DIFFICULTY CHECKLIST

Degree of difficulty may be assessed according to past experience. Projects should be challenging but be selected appropriate to the student's ability. The following chart is meant as a guideline for choosing projects which will provide meaningful learning experiences. As well, the time required in constructing the project and the skill development occurring with construction, should be considered when assessing the level of achievement.

The degree of difficulty for a project will be assigned according to the number of items checked (✓).

Please note that some techniques are more difficult than others and may require a double check when evaluating project difficulty, e.g., a blouse with a shawl collar would be 1 check; a notched collar would be 2 checks; a fly front zipper 2 checks; centered zipper 1 check.

Recommended Minimum Checks

Grade 10 Basic to Advanced 3 - 7	Grade 11 Basic to Advanced 6 - 10	Grade 12 Basic to Advanced 8 - 15

	Student	Instructor
Collar		
Tailored collar		
Specialized neckline (cowl, etc.)		
Yoke or shoulder detailing		
Front or back button closure		
Special closing (double breasted, side, hidden or placket)		
Zipper		

	Student	Instructor
Regular set in shirt sleeve		
Specialized sleeve (gathers, darted, pleats, etc.)		
Kimono sleeve		
Raglan sleeve		
Cuff		
Added seams to bodice/skirt/pant		
Design details pleats/tucks/gathers		
Patch pocket		
Inseam pocket		
Welt pocket		
Round buttonholes		
Lining/Interlining		
Waistband		
Top stitching		
Special fabric or fabric combination		
Special trim		
Hand hem		
Machine hem		

	Student	Instructor
Number of garments in project (each worth 1 check)		
Casing		
Seam finish (appropriate)		
Facing		
Decorative surface design (appliqué, embroidery)		
Interfacing		
Others		

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